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ABSTRACT

This collection of reading activities was designed to give classroom teachers in Kentucky a variety of approaches, options, and techniques for teaching the essential skills in reading. The activities and skills are organized into units according to grade level; one series of activities follows each reading objective determined to be an indicator of whether a student should pass to the next higher level of achievement. Related activities are cross-referenced. The activities in the primary and intermediate grades are designed to be as multi-sensory as possible to meet the learning style needs of all students. Whenever possible, the activities for a specific skill are listed in a sequential order from introductory to advanced, especially in kindergarten and grades one and two. In grades six through twelve, the activities are listed for different content areas in an effort to emphasize reading as a cross-curricular process and to remind all teachers that reading skills are essential to successful learning in every classroom.
(ARH)

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ESSENTIAL SKILLS

Reading ACTIVITIES

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Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction
July, 1985

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FOREWORD

The 1984 General Assembly enacted legislation calling for the teaching and testing of essential skills in reading, writing, spelling, mathematics and library/research/reference in every grade in Kentucky. Educators from every school district in the Commonwealth worked together to develop lists of skills considered essential for pupils to progress to the next higher level of achievement and to attain success at that level. The lists of skills in those five areas have been disseminated to all schools within Kentucky.

After preparing the lists of essential skills, it was felt that many teachers had implemented activities within their classrooms which successfully taught those skills. In order to utilize this expertise, committees of teachers were established in each area to compile sets of activities which had been found to be effective. The activities included in this publication were selected because of their originality or uniqueness; they do not include those which might already be in general use and well understood by teachers. Other criteria for the selection of these activities were their ease of implementation and low cost.

It must be emphasized that the essential skills and the activities do not form a complete curriculum for any school. They should be integrated into the curriculum to assure that all pupils in Kentucky receive instruction in these skills and in the additional skills considered necessary for the development of an educated individual.

The Department and I wish to thank all those educators who gave their time and talent to the preparation of this publication. The activities should be of benefit to all teachers.

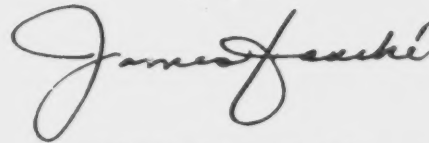


Alice McDonald
Superintendent of Public Instruction

ACKNOWLEDGMENT

On behalf of the Office of Instruction I want to express our appreciation to those who have given their time and talents to the development of this publication. The staff of the Division of Program Development, especially the Units of Language Arts and Mathematics/Science, provided excellent guidance in the compilation of these activities to accompany the Essential Skills in Reading, Writing, Spelling, Mathematics and Library/Research/Reference.

Those teachers and supervisors who served on the committees which compiled the activities deserve our special thanks because they were able to draw on their many resources to assemble the outstanding activities which are included in this document. The successful use of these activities by practicing teachers underlies their inclusion in this material. Those persons who served on each committee are named at the end of the publication.

A handwritten signature in cursive script, reading "James Fouche'".

James Fouche', Associate Superintendent
Office of Instruction

ESSENTIAL SKILLS READING

PREFACE

The reading activities are designed to give classroom teachers a variety of approaches, options, and techniques for teaching the essential skills in reading. It is suggested that teachers pick and choose activities at a number of grade levels, depending upon the needs and abilities of their students. The skills listed go far beyond minimum requirements. They represent those skills which students must master to be successful at the next grade level. At the same time, these skills do not constitute a complete curriculum, nor are they listed in a suggested order for teaching.

The activities in the primary and intermediate grades are designed to be as multi-sensory as possible to meet the learning style needs of all students. Whenever feasible, the activities for a specific skill are listed in a sequential order from introductory to advanced. This is especially evident in kindergarten and grades one and two.

In grades six through twelve, the activities are listed for different content areas in an effort to emphasize reading as a cross-curricular process and to remind all teachers that reading skills are essential to successful learning in every classroom.

ESSENTIAL SKILLS READING

KINDERGARTEN

The student will:

- R00001 Recall (Recognize) the basic plot and supporting details from stories (kindergarten level) read aloud to the student.

Activities:

1. Read the students any story appropriate for kindergarten. Ask the students general comprehension questions. For example, ask who, what, when and where questions.
2. Next ask the students higher level comprehension questions such as the following: "What do you think would happen if?"; "How do you think you would feel if that happened to you?" "Think of a different way the story could have ended."
3. Have the students tell the sequence of the story. (i.e. First the caterpillar ate the leaf. Second he ate the apple, etc.). This could be done with pictures from the story or on the flannel board.
4. Have the students use puppets, props, etc. to act out (dramatize) the story.
5. Develop language experience charts about special events that occurred in a story.

- R00002 Follow simple one and two-step oral directions.

Activities:

1. Have the students perform simple oral tasks such as clap twice, touch your ear, touch your toes, etc. An extension would be to use pictures showing the above tasks and let the students tell you what the pictures show.
2. Give more complicated commands such as walk three steps forward and then two steps backwards.
3. Play the games "Simon Says," "Hokey Pokey" or "Loopy Lou" or sing songs such as "If You're Happy and You Know It."
4. Follow a recipe chart and make something such as pudding.

5. Give oral directions involving cutting and pasting activities by having the students make a colored chain using a repeated pattern.
6. Administer the kindergarten "Practice Test for Level A" from the K.E.S.T. to familiarize the students with test procedures and to teach following directions.

R00003 Supply (Recognize) a logical word to complete sentences presented orally.

Activities:

1. Have students supply the appropriate word to complete the following sentences:
 - a. At the store mother bought some _____.
 - b. My dog's name is _____.
 - c. My favorite television program is _____.
 - d. On the way to school I saw some _____.
 - e. The color of the sun is _____.
 - f. A dog has four _____.
 - g. At the gas station father bought some _____.
 - h. Tom will cut the paper with the _____.
2. When reading a story that is familiar to the students, stop before the last word in the sentence and have the children supply that word.
3. Use rebus sentences (picture and words combined) and have students name the picture from a choice of two that would make sense.
 Example: At the zoo we saw a _____.
4. Supply each student with the opportunity to demonstrate physical movement as a clue to completing a sentence presented orally.
 Example: The girl is _____ (running) to the store.
 The boy is _____ (jumping) the rope.

R00004 Distinguish between real and imaginary events in stories (kindergarten level) read to the student.

Activities:

1. After introducing and discussing the terms "real" and "imaginary," the teacher will encourage the students to develop a list under each category.
2. Using a topic such as "What's Under Your Bed?" have students:

- a. name real things that could possibly be under the bed.
 - b. be encouraged to use their imagination in naming imaginary or make-believe things that could possibly be under the bed.
3. Through Show N' Tell Activities, the students will tell what is REAL about their sharing item or what about their item requires imagination. Students will also be questioned as to what could or could not occur.
4. After reading a story to the students, ask the students to identify and offer proof of things that are real or imaginary.
 - a. Having presented a flannel board story the students will be asked to identify and offer proof of things that are real or imaginary.
 - b. Having heard a story, the students will be asked to identify and offer proof of things that are real or imaginary. Suggested stories: **Where the Wild Things Are** by Maurice Sendak, **Danny and the Dinosaur** and **Dinosaur that Lived Long Ago**.
5. Make up several sentences to be read to the children, some describing imaginary events and others describing things that could really happen (i.e. I see Santa Claus with a purple beard. An apple is red. Rudolph has three legs. Santa comes for Halloween).
6. Clip a variety of pictures from magazines and other sources. Have the children tell whether the picture represents something that is real or imaginary, or have students look through books to find pictures of real or imaginary events.
7. Use rebus sentences and have the children determine which sentences describe imaginary events and which sentences describe events that could really happen.

R00005 Demonstrate proper book orientation:

- Left to right eye movement
- Right side up
- Front to back
- Top to bottom

Activities:

1. Activities that enhance left to right eye movement:
 - a. Paint a green circle on the left side of a piece of paper. Next paint a red circle on the right side of the paper. Have the children draw a line or paint a line from the green circle to the red circle. This can be done

using several circles on each side of the page.

- b. Write students' names in upper left hand corner of work to train eyes to begin at the left side.
 - c. In all activities (e.g. whenever counting, "reading" the calendar, spelling or "reading" pictures), students will be encouraged to begin at the upper left hand corner and progress to right side.
 - d. Students will be encouraged to use rhythmical activity phonograph records or tapes that require the student to move physically in a left to right pattern, thus giving them an opportunity to internalize the left and right sides of their bodies.
 - e. Use patterning activities involving various kinds of stickers (example: dog, cat, bird, dog, cat) or string macaroni and beads to encourage left to right eye movement.
 - f. Supply students with books, encouraging them to "read" pictures using left to right progression.
2. Activities that enhance right side up orientation:
- a. Show the children objects such as jars, glasses, pieces of fruit, books, etc. Place them on their side and have the children show how they look upside down. Next have the children place the items right side up.
 - b. Show pictures of various items and books. Have the children identify which pictures show the item right side up and which show the item upside down.
 - c. Supply students with a set of textured letters, numbers, or puzzles. Encourage them to "feel" the difference in the right sided rough texture as opposed to the smooth feel of the wrong side. Have them trace around the objects right side up.
 - d. Supply students with books, asking them to find a page that represents an object "right-side up."
3. Activities that enhance front to back orientation:
- a. To encourage position awareness, students will be questioned as to which peer is in front of them and which peer is sitting or standing behind them.
 - b. Have a few children come to the front of the room. Supply them with a variety of books. Have some of the children hold the books with

the front of the book facing the class while some others hold the books so that the backs of the books face the class. Have class members identify the children who are holding the books properly.

- c. Play Milton-Bradley "Memory Game" showing the fronts and backs of objects.
 - d. Supply students with books, encouraging them to find page 1 in FRONT of the book and following in sequential order to the BACK.
 - e. Make class stories in the form of a book. Show the children the proper way to look for the words of the title indicating the front of the book. Practice turning the pages from front to back.
4. Activities that enhance top to bottom orientation:
- a. Provide opportunities for the students to identify the tops and bottoms of objects in the room.
 - b. Given a set of three (3) shelves, students will be asked to place objects on either the top, middle, or bottom shelf.
 - c. Given directions by using spatial terms, students will be asked to place the square in the center of the paper, at the top of the page, or at the bottom of the page.
 - d. Use the flannel board and have students place objects at the top of it and at the bottom according to the teacher's directions.
 - e. Have students dictate experience stories or their own story books on teacher prepared sheets that enhance top to bottom progression.
 - f. Supply students with books asking students to "READ" pictures from top to bottom.

R00006 Distinguish a "word" from other distractors. (e.g., Look at these items. Put an X on the "word.")

Activities:

- 1. Use the term "word" when referring to the month and days of the weeks when studying the calendar (i.e., This is the word that tells us the name of the month. What does this word tell us that the month is?).
- 2. Supply student with a set of cards with words, pictures, numbers, and letters. Discuss which are words, pictures, numbers, and letters. Have the students pick out the cards with words.

3. When reading rebus sentences with students, have students identify the words as opposed to the pictures. Students could circle the words in the sentences.
4. Give students a ditto sheet with rows of words and distractors. Have students put an X on each word in a row.

R00007 Comprehend (Identify) place and direction words when represented in pictures (e.g., up, down, over, under, inside, outside, near, far).

Activities:

1. Have students go over and under a jump rope.
2. Have students play "Simon Says" using directional words (i.e. Simon says put your hands up or put your hands down).
3. Have students listen to the story **Inside Outside Upside Down** by Stan Berenstain. As a follow-up activity have a box and an assortment of objects. Students will put the objects inside or outside the box according to the teacher's directions. (Another book: **Over, Under, Through** by T. Hoban)
4. Have students play a guessing game with clues that include the direction words near and far (i.e., I'm thinking of something green and very near where I am sitting. Who can tell me what I'm thinking of?).
5. Have the students manipulate an object in relation to a base object placed on a flannel board using directional words (i.e., Place witch over the broom. Place witch under the broom. Place witch above the broom.).
6. Have students demonstrate comprehension on teacher-made or commercially prepared duplicating master (i.e., Put an X on the dog inside the doghouse. Put a circle around the dog outside the doghouse. Put an X on the fish under the fish bowl. Put a red dot on the fish above the fish bowl).
7. In Physical Education, develop an obstacle course which requires the children to display knowledge of directional words.
8. Place classroom objects in a row and ask students to tell which object is first, middle, and last.
9. Supply each student with a worksheet of geometric shapes. The worksheet will require the student to mark the appropriate shape according to the directional words given by the teacher such as: Put an X over the circle, put an X inside the triangle, put an X under the oval, etc.

10. Before administering the Kentucky Essential Skills Test, administer the "Practice Test for Level A" to familiarize your students and yourself with the marking procedures for this item.

R00008 Comprehend (Identify) comparisons when represented in pictures (e.g., Mark the dog that is bigger; mark the girl who is taller).

Activities:

1. Select several students to stand together in front of the class. Have the rest of the students compare the children's height and identify one child as the tallest and one child as the shortest. Then have them put the students in order from tallest to shortest and then shortest to tallest.
2. Place five objects, all the same picture but different sizes, on the flannel board (e.g., 5 Halloween Jack-O-Lanterns, 5 Christmas Trees, 5 Cars, 5 Valentine Hearts, etc.). Have the students order the objects from biggest to smallest or smallest to biggest.
3. Supply each student with a cut-out of five family members. Have students place the family members in order from tallest to shortest or shortest to tallest.
4. Supply each student with a piece of manila paper for tracing, coloring, and cutting out their right foot. Have the children compare several feet at a time and identify the longest and shortest. Feet can later be used for tails on a Thanksgiving turkey.
5. Supply each student with a teacher-made or commercially prepared ditto that has students compare pictures. Have students complete according to teacher directions (e.g., Put an X on the fish that is smallest. Put an X on the longest broom. Put an X on the biggest apple.).
6. Take a nature walk to compare plant and animal life. Use terms such as fast and slow, thick and thin, big and little, longer and shorter, etc. After returning to class ask the children to illustrate their knowledge of comparison words.

R00009 Classify objects and pictures into categories.

Activities:

1. Place attribute blocks at random on a table. Explain to the students that you want them to find ways to sort the blocks into different groups. Attribute blocks can be classified by colors, shapes, and sizes.

2. Place a group of objects or pictures of objects such as cars, trucks, helicopters, animals, and foods on a table at random. Have the students sort the objects into groups. Classify those groups as being transportation, animals, and foods.
3. Place a group of pictures on a magnetic board, sentence strip board, or on a table. Have the students identify and classify the pictures. Pictures to be classified can vary with units. Variations: Summer-Winter pictures; happy, sad, angry pictures; forms of transportation—air, land, water; vegetables; clothes; homes; toys; shapes; colors.
4. Place four picture cards on a table. Have three pictures that go together and one that doesn't go with the others. Have the student find the card that doesn't belong. Have the student tell you why the three cards left are alike. Repeat the activity until each child at the table has had a turn.
5. Supply each child with a teacher-made or commercially prepared duplicating master similar to the examples in #4. Have each student put an **X** on the item in each row that doesn't belong with the others.

R00010 Select the picture which best matches a given sentence.

Activities:

1. Display a picture card so that all the children in the group can see it. Then encourage the children to tell you what is happening in the picture in the form of a **sentence**.
2. Place several felt faces on a flannel board that express different feelings (e.g., happy, sad, sleepy, mad, crying). Read a sentence about a character. Have the student select the face that best describes how the character in the sentence feels.
3. Have a picture displayed on a chart or poster board. Have the students give you sentences describing the picture. Write these sentences under the picture. Help the students to find the sentence that best describes the picture.
4. Have three picture cards displayed in the front of the class. Read a sentence that describes one picture. Have students find the picture you described in your sentence.
5. Supply students with three sequence pictures. Read sentence about pictures and have students arrange the pictures to show in what order the events happened.
6. Read aloud a sentence, leaving out one word. Supply students three

pictures from which to choose the correct word. Tom ate an _____ for a snack.

7. Before administering the Kentucky Essential Skills Test, administer the "Practice Test for Level A" to familiarize your students and yourself with the marking procedure for this item.

R00011 Recognize differences in words. (e.g., Listen as I say two words, and tell me if they are the same: top, toy...(calls for yes/no response)).

Activities:

1. Have the children listen as you say two words. If you say two words that are the same, have the children clap for **yes**. If the two words are different, have the children shake their heads for **no**.
2. Supply each student with two cards. On one card have two pictures that are the same and on the other, two pictures that are different. The teacher will say a pair of words and each student will hold up a signal card indicating whether the words were the same or different.
3. Use a piece of yarn to divide a flannel board in half. On one half put two shapes that are the same. On the other half put two shapes that are different. Give each child a piece of flannel in the form of an "X". Have the children listen as you say two words. Pick one child to decide whether the words are the same or different. The child places the "X" on the flannel board to indicate whether the words are the same or different. Under the same shapes if the words are the same and under the different shapes if the words are different. When finished, students can decide if more words were the same or more were different by counting the checks. Variation: Use the chalkboard.
4. Give the student a sheet with two pairs of pictures, one pair the same and one pair different. The teacher will say a pair of words and each child places an X under the appropriate picture pair to indicate whether the words are the same or different.
5. Before administering the Kentucky Essential Skills Test, administer the "Practice Test for Level A" to familiarize your students and yourself with the marking procedure for this item.

ESSENTIAL SKILLS READING

GRADE 1

The student will:

- R01001 Recall (Identify) explicitly stated main ideas from passages (at grade level) read aloud to the student.

Activities:

1. Show students pictures that contain main ideas and ask students to tell what the pictures are "mostly about" or what the "big idea" is in the picture.
2. Students will listen to a story read aloud by the teacher or aide. Students will draw a picture to depict the main idea of the story.
3. Students will listen to a story read aloud by the teacher or aide. Students will select the best title for the story. (Teacher will prepare several titles on cards, sentence strips or on the board.)
4. The teacher will select a book, placing a paper over the title of the book. Students will listen to the story read aloud by the teacher. Students will try to give the book a title giving reasons why they feel their title is correct. Accept any reasonable title suggestion. Remove the paper covering the title and discuss why the author chose that title for that book.
5. Show a filmstrip using a cassette. Discuss the story, pulling out the main idea. Show the filmstrip without the cassette, allowing students to retell the story. Check for main idea.
6. Play records that have a main idea in the song. Students will listen carefully and tell what the song is mostly about.
7. Read Nursery Rhymes and poems aloud. Students will orally tell what the rhymes or poems are mostly about.
8. Record passages and stories on cassette tapes. Set up a listening station. Allow students to individually listen to cassettes. Students may share the main idea by acting out the story, drawing a picture, etc. Students may guess the main idea of the passage or story.

- R01002 Recall (Identify) explicitly stated supporting details from passages (at grade level) read aloud to the student.

Activities:

1. Supply pictures and have students answer questions—Who? What? When? Where? Why? How?
2. Students will listen to a story read aloud. Students will answer questions—Who? What? When? Where? Why? How?
3. The teacher will read aloud Nursery Rhymes and poems. Students listen to answer questions—Who? What? When? Where? Why? How?
4. Students will watch a filmstrip and listen to a cassette. Next, students will watch the filmstrip without the cassette. Students will retell the story answering the questions—Who? What? When? Where? Why? How?
5. Students will listen to a passage read aloud. Next, students will draw pictures answering questions—Who? What? When? Where? Why? How? (Activity could be used at the beginning of the year. . . later have students write one word, two, three word answers to questions.)
6. Students will listen to passages and stories read aloud. Supply materials to make puppets. Use the puppets to tell the story, answering the questions—Who? What? When? Where? Why? How? Next have the students act out the story.
7. Given a card with the following: Who? What? When? Where? Why? How?, students will listen to stories or passages to answer their particular question.

R01003 Follow directions from grade level material read aloud to the students.

Activities:

1. Teacher gives 1, 2, 3 . . . step directions orally. Students are observed to see if they can follow step-by-step.
2. Play games such as Simon Says to develop listening skills.
3. Play "Hidden Treasure" with students. Hide an object somewhere in the classroom. Give verbal directions for students to follow to find object.
4. Write simple directions on charts or sentence strips in room for daily activities.
5. Play records (games, exercises, dances, etc.). Students will listen and follow directions.
6. Write directions on a wall chart, on sentence strips, or on a chalkboard for making or cooking something. Display large pictures of ingredients,

etc., and label each. State directions simply or demonstrate with stick figures so students can "read" to find out what to do. (Example: Make a simple toy, sandwiches, cookies, pudding.)

7. Construct or buy board games with simple directions. (Example: proceed to go, take two turns, stop, go back.) Play games with individuals or small groups.

R01004 Follow directions from grade level material read silently by the student.

Activities:

1. Write simple directions on charts, sentence strips, or chalkboard in room for daily activities. Begin with one or two words students recognize and use pictures for words they cannot yet read. Gradually replace pictures with words. Students will read and follow directions.
2. Construct activities giving simple directions using rebus clues for words that might be difficult for students. (Later in the year replace with words.)
3. Construct or buy board games that give simple directions. (Example: Proceed to go, Go back, Stop, etc.)
4. Make a chart giving simple directions for making or cooking something. (Examples: Make a toy, sandwich, cookies, pudding.) State directions simply. Students should follow directions in sequential order to construct item.

R01005 Using context supply (select) the correct word missing from a sentence read aloud to the student.

Activities:

1. Begin teaching context by showing pictures that stand for the missing words. Read sentences with missing words. Students will respond orally using the word that stands for the picture. Expand activity by giving students more than one picture. They must make a choice that makes sense in the sentence.
2. Construct rebus sentences. Have students respond orally with words.
3. Read Nursery Rhymes. Have students respond with missing word. Other types of poetry are also good for this activity.
4. Read sentences and supply definitions for missing words. Students will respond orally to supply the exact word.

5. Students will listen to an unfinished idea and select a picture or object for the word that best completes the idea.

R01006 Use context to supply (select) a missing word in a sentence or paragraph (at grade level) read **silently** by the student.

Activities:

1. Write a group story (experience story) from ideas presented by students. Erase key words. Have students reread and supply the missing words.
2. Construct rebus activities. Students will supply the missing word.
3. Copy selected passages omitting key words from a Read-Along book with which the students are somewhat familiar. Students will supply the missing words from a list placed below the passage.
4. Students will complete sentences by selecting the correct picture.
5. Students will complete simple sentences by selecting appropriate words from a supplied list.
6. Review vocabulary introduced in basals by writing a sentence omitting the key word. Students will select the missing word from a list of three words placed below the sentence.

R01007 Retell, in his/her own words, a story read aloud.

Activities:

1. Students will listen to a story read by the teacher. Students will illustrate the story with pictures depicting the events of the story in sequence.
2. After reading a story, have students arrange a series of pictures sequentially and then retell the story using the pictures.
3. Play records of songs or stories. Student will listen and retell in his/her own words in sequential order.
4. Supply materials for making puppets (finger, paper bag, pipe cleaner stick, etc.). Students will listen to a story and construct puppets to retell the story.
5. Supply a tape recorder. Students will listen to a story. Allow students to record their version of the story and allow them to critique their story.

R01008 Distinguish between real and imaginary events in grade level stories read

aloud to the student.

Activities:

1. Students will listen to Fairy Tales or other stories read by the teacher. The teacher will guide students in deciding which events could really happen and which could not.
2. Discuss favorite T.V. shows and movies. Guide students in deciding if they could be real or imaginary.
3. Students will listen to various poems read by the teacher. Some of the poems are factual while others are based on fantasy. The teacher will guide the students in deciding which could be real and which are imaginary. Examples of poems include:

Real

"At the Seaside"—R. L. Stevenson
"Grizzly Bear"—Mary Austin
"Some One"—Walter de la Mare
"Rain"—R. L. Stevenson

Imaginary

"Us Two (Pooh)"—A. A. Milne
"Hey Diddle, Diddle"—Mother Goose
"The Purple Cow"—Gelett Burgeis
"Three Little Puffins"—Eleanor Farjeon

4. Use a collection of pictures, some of which are real and some of which show imaginary events. Have students explain which pictures are real and which are make-believe.

R01009 Recognize the letters of the alphabet (upper and lower case).

Activities:

1. Students will form letters using various materials (pipe cleaners, modeling clay, felt, sandpaper). Students can then trace over letters with fingers.
2. Play "Alphabet Match." Given cards with upper case on one set and lower case on the second set, the student will match letters with the same name. (The same activity can be done with magnetic, plastic, and felt letters.)
3. Students may play "Letter Train." Students line up in ABC order as "engineer" calls for a letter (each student having a letter card).

4. Distribute letter cards and play record (Hap Palmer—Learning Basic Skills Through Music—Volume I—Black Jacket). Students will listen and follow instructions.
5. Construct or buy games with letters of the alphabet for students to play matching upper and lower case letters.

R01010 Supply (Identify) the letter name that represents the consonant sound heard in words in the initial and final positions.

Activities:

1. Students will identify pictures that begin (end) with the same sound as the sound represented by the letter name.
2. Supply students with paper on which a letter has been written. Supply magazines for students to cut out pictures that begin (end) with the same sound as the sound represented by the letter name. Have students paste pictures on the appropriate paper.
3. Given letters and pictures, students will match letters with pictures that begin (end) with the same sound.
4. Students will listen to pairs of words. Answer "yes" or "no" if they begin/end with the same sound.
5. Have students listen to words or look at pictures and write the letter that represents the initial (or final) sound.

R01011 Supply (Select) a word that rhymes with another word (one syllable).

Activities:

1. Students will listen to short rhymes and say a word that rhymes with a word heard in verse.
2. Students will listen to Nursery Rhymes. Teacher will read lines with a word deleted. Students will supply the rhyming word.
3. Given a picture card or word card, the student will say a word that rhymes with his/her card.
4. Given rhyming pictures and words, students will match pictures and words.
5. Supply magazines, scissors and paste. Students will cut out pictures that rhyme and paste them on squares of paper.

R01012 Identify the two parts of a familiar compound word (e.g., snowman, hotdog).

Activities:

1. Select compound words (at grade level). Select pictures to illustrate each word. Students will match pictures to form compound words.
2. Construct compound word puzzles in which the student matches two words to form compound words.
3. Given simple compound words written on strips of paper, have the students cut between the two words (showing two words).
4. Distribute cards containing a word that may be matched with another word to form a compound. Students must look around and come together with a student holding a card containing a word that will form a compound word.
5. Students are asked to draw pictures of the two words that form a compound word. They may wish to make their own puzzles and share with the group. Later in the year students may make puzzles using words.
6. Prepare a chart using two columns of words that may be joined to make a compound word. Attach yarn or string to one column and a fastener to the other column. Students will attach yarn or string to the word in column two that forms a compound word.

R01013 Recognize at least 80% of the Dolch Basic Sight Word List identified for mastery by the end of Grade 1.

Activities:

1. "See and Say" word drills. Prepare Dolch word cards in shapes that are interesting to students and laminate for continuous use. (Example: seasonal—words introduced at the beginning of the year might be on fall leaves, followed by pumpkins, turkeys, Christmas trees, etc.)
2. Word drills. Student will see the word, say the word, and use the word in a sentence.
3. Given several words on cards, students will select the word called by the teacher.
4. Play "Happy Face—Sad Face." Use flashcards and paper bags. Draw a happy face on one bag and a sad face on the other bag. Student attempts words and drops words pronounced correctly in happy face bag and missed words in sad face bag for later review.

5. Using flashcards with Dolch words, students may drill each other.
6. Using Dolch word pairs similar in form, but easily confused (e.g., saw-was, pig-big), call out one word of the pair. Student will select the correct word.
7. Divide Dolch words into "Action Words"—"Name Words"—etc. Student will look at action word (jump, run, sit) and act it out.

ESSENTIAL SKILLS READING

GRADE 2

The student will:

- R02001 Recall (Identify) explicitly stated main ideas from passages (at grade level) read silently by the student.

Activities:

1. Choose several story pictures. Hold the pictures up one at a time. The students should discuss and then suggest a name for each picture. Students should use as few words as possible.
2. Students will read passages (at grade level) silently. Students will draw a picture to depict the main idea. Students will write a caption for the picture.
3. Students will review a filmstrip or short movie. Discussion should lead the students to decide with as few words as possible what the filmstrip (short movie) was mostly about. Write on the chalkboard all suggested answers and allow students to choose the one that best tells the main idea.
4. Teachers should copy several passages or stories on dittos (transparencies, cards, shapes). After each, name three possible main ideas. Two of the three ideas should be single details from the passages. The third idea should be the correct main idea of the passage. Students will read the passages silently. Students will choose the main idea of each and write (underline, circle) it.
5. Tic-Tac-Toe should be drawn on the chalkboard or on an overhead transparency. Divide the class into two teams. The teacher should read (or have a student read) a short passage to the first student on a team giving a choice of three possible titles to the passage. If the student is correct in his/her choice of the main idea, an X or O is placed on the chalkboard (overhead transparency). Rotate reading and asking questions placing X's and O's when answers are correct. The first team to fill three spaces in a row wins the game.
6. Refer to 1st grade skill #R01001 and 3rd grade skill #R03001.

- R02002 Recall (Identify) explicitly stated supporting details from passages (at grade level) read silently by the student.

Activities:

1. Use a matching activity. Prepare a ditto containing details from six different stories and their titles. The class will recall details and match them to the correct story titles.
2. Play a listening game called "Whisper" to reinforce how important listening is to be able to identify details. A group of children form a line. Whisper a sentence, using some simple details, to the first child. The child then whispers it to the next in line, and so on. The last person says the sentence aloud. Then ask the first child to repeat the original wording of the sentence. You will usually find it has been changed!
3. After listening to a story read aloud or after reading a story silently, have students draw a picture about the story which includes as many details as possible.
4. Refer to 1st grade skill #R01002 and 3rd grade skill #R03002.

R02003 Follow directions from grade level material read silently by the student.

Activities:

1. After reading orally in groups, write the words "who," "what," "where," "when," and "how" on the board. Students are asked to find a sentence in the passage that answers each question posed by these words. Ask them to state each question in full.

Example: "Mark sleeps with a teddy bear." This sentence answers **who**. Fully stated by the student, "Who sleeps with a teddy bear?"

2. Write on the board or duplicate the directions for a simple art project. Have all the necessary supplies available. Display the completed projects.
3. Refer to 1st grade skills #R01003 and #R01004 and 3rd grade skill #R03004.

R02004 Use context to supply (select) a missing word in a sentence or paragraph read silently by the student (at grade level).

Activities:

1. Refer to 1st grade skill #R01006 and 3rd grade skill #R03005.

R02005 Retell, in their own words, a story (at grade level) read silently by the student.

Activities:

1. Students will read a story or passage (at grade level) silently. Students will orally retell the passage in sequential order. As students become adept, supply them with longer stories to retell.
2. Students will read a story or library book (at grade level) silently. Students will illustrate the story with pictures depicting the events of the story in sequential order.
3. Students will briefly describe episodes from films or television shows they have seen. Descriptions should include: where and when it took place, who the characters were and what they did. After they have described the episodes, ask them to draw pictures illustrating them. Help the students write short captions to tell the story.
4. Supply materials for making puppets (clothes pins, paper bags, pipe cleaners, sticks, etc.). Students will read a story silently, construct puppets, and use these to retell the story.
5. Refer to first grade skill #R01007

R02006 Predict (Select) plausible outcomes from stories (at grade level) read silently by the student.

Activities:

1. Discuss events that happen in daily life. (Get up, eat breakfast, get on the bus, arrive at school, reading class, art class, etc.) Ask questions such as: What will happen Tuesday or Saturday? Why do the students believe the event will happen on that day? Does what happened last week, month, etc., have anything to do with what will happen later on? Discussion should help students understand that we predict what will happen by thinking about things that have already happened.
2. Select short library books. Read portions of the story and have students discuss what has happened and what they think will happen next in the story. Continue to read to find out if their predictions were correct. Emphasize the fact that the author made the decision to write that particular outcome and discuss other plausible outcomes from the events of the story.
3. Show a filmstrip or movie, stopping it at certain points asking students to predict what will happen next. Accept logical outcomes. Emphasize that the events and outcomes were the author's ideas.
4. Provide the students with short passages. Under each passage list three possible outcomes. Instruct the student to underline/circle/check the logical outcome.

5. Provide students with drawing paper or sentence strips. Distribute short passages (at grade level). The passage should give students events leading up to an outcome. The students should be instructed to read the passages and predict a plausible outcome. After they have decided what the outcome should be, they should draw a four-section cartoon. The first three sections should contain events read in the passage. The fourth section should contain the possible outcome. These cartoons could be used for class discussion, bulletin board displays, etc.
6. Refer to 3rd grade skill #R03008.

R02007 Select the appropriate meaning of a word when given in context.

Activities:

1. Introduce this skill by writing simple sentences and replacing a well-known, easily understood word with a nonsense word. Have students guess the meaning of the nonsense word and then discuss how they knew the meaning of the word. Example: My **noofie** meows and purrs when it is happy.
2. Give students a series of sentences, each containing an unfamiliar word. Supply four familiar words to choose from. Have each student supply the correct synonym. Next discuss in class the process the children used to select the correct word.
3. Refer to 3rd grade skill #R03009.

R02008 Identify initial and final positions of consonant digraphs heard in orally presented words.

Activities:

1. Prepare or buy picture cards. Names of pictures should contain consonant digraphs in the initial or final position. The teacher will hold up a card, say the word and ask student to give the digraph. (Variation: Distribute picture cards to students. The teacher will call on students to say the name of the picture and give the digraph telling the position—beginning/ending.)
2. Supply students with magazine or newspaper advertisements. Using felt-tip markers or crayons, the students will underline or circle all of the consonant digraph pictures.
3. Supply students with magazines or newspaper and crayons or felt-tip pens. Instruct students to underline consonant digraphs in words found in materials.

4. Prepare sentences (on grade level) on the chalkboard or on a transparency omitting digraphs at the beginning or ending of words; draw a line for the missing letters. Students will complete the sentences.
5. Prepare Bingo cards containing pictures of words having consonant digraphs in the initial or final position. Teacher will call words naming pictures. Students will place tokens, chips, paper, etc., over pictures of words called. When a student has covered a vertical, horizontal or diagonal row, he/she will say the words giving the consonant digraph and its position in the word. (Variation: Construct Bingo cards using words containing consonant digraphs instead of pictures.)

R02009 Associate (Match) the correct sound with the following blends: br, cr, dr, fr, gr, pr, st, sm, sn, sw, bl, cl, fl, gl.

Activities:

1. Teacher should write blend words on chalkboard or transparency. Different students should be asked to pronounce the words and to underline the blends in each word. Referring to the board, the teacher should discuss the blends and tell the students that by becoming familiar with the sounds the blends make, they will be able to read more smoothly and sound out new words more easily. Have students read the words again, paying close attention to the sound made by the blend.
2. Prepare ditto masters, chalkboard, or overhead transparencies containing rows of pictures whose names begin with blends. Each row should contain three pictures whose names begin with the same blend and one picture whose name begins with a different blend. Students should identify same blend pictures and place an X on the picture that does not begin with the blend in that row.
3. Write blends to be mastered on the board. Give each pupil a large sheet of drawing paper and show how to fold into four parts. Then ask students to think of four things whose names begin with the blends. Students will draw a picture of one of the things in each of the four parts of their paper. Students will label each of the pictures. Teacher could follow by giving riddles aloud whose answers begin with a blend.
4. Give the students a magazine or newspaper and ask them to list the words that begin with blends on specific pages. (Variation: Ask students to cut out pictures, glue them on paper and label with the blend word.)
5. Construct an envelope learning center. Draw circles on an envelope to make a game trail. Make picture cards of blend words. (Paste a picture on one side and the answer on the back side of each card.) Construct a

spinner or use one from any game. Provide students with tokens to use as they advance through trail. Student should play game with a partner. In turn, students spin, draw a card, say the correct word and the blend. If correct, the student advances the number of spaces spun. The student who reaches the finish first is the winner.

6. Construct Bingo cards, using words containing blends being studied. Provide student with tokens to cover words. The teacher should call out words in random order. The first student to cover an entire card with his/her tokens wins the game. It is helpful to keep a list of words called to check for accuracy.

R02010 Recognize short vowel sounds in one-syllable words in the initial, medial, and final positions.

Activities:

1. Place three printed cards—first, middle, last—on chalkboard with sufficient space between the cards for pupils to form three rows. The teacher calls out a word containing a short vowel. Students will indicate position of vowel in word called by standing in front of the appropriate card. (The teacher may wish to work on one vowel at a time or include two or more vowels.)
2. Students will develop a "Short Vowel" Scrapbook by locating and cutting pictures from magazines illustrating one-syllable words containing short vowel sounds. Students will paste the pictures in the scrapbook on pages containing key words, e.g., bat, act, had, led, edge, wing, inch, rock, of, must, up.
3. Teacher will prepare flash cards of one-syllable words containing a short vowel and a pocket chart labeled **first, middle, last**. Students will place the called word in the appropriate pocket.
4. A small group of students will listen as a one-syllable word containing a short vowel sound is called. The student who correctly identifies the vowel and its placement in the word is given the flash card containing the word. The student correctly identifying the most words wins the game.
5. Students will vertically fold their paper into three sections and write the headings **first, middle, last**. Students will number their paper vertically down the left hand column. As the teacher calls out the word, students will identify the short vowel heard and place it in the correct column.
6. The teacher writes a list of unfamiliar words on the board and tells the students that the vowel in each of the words written uses its short

sound. Students will sound out the words indicating knowledge of the short sounds of the vowels. (NOTE: Words chosen should contain consonants and digraphs similar to known words.)

Known Word

cat
six
up
am
egg

New Word

bat
fix
cup
act
beg

7. Make or have students make cards with the letters a, e, i, o, u on the cards, one letter per card. Have one set of cards per student. The teacher will say some words that have a short vowel sound. After the teacher pronounces each word, the students respond by holding up a card that shows the letter with the vowel sound. (Variation: Choose students to pronounce the words.)
8. Fill a bag or box with small objects whose names contain short vowel sounds. Students will reach into the bag/box, remove the object, say its name, and tell the vowel sound. If the student is correct, he/she may hold the object. If the student is incorrect, he/she must return the object to the bag. Have enough objects for small group/large group.
9. Divide students into two teams. The first child in the row spells the first letter of a short or long vowel word called by the teacher, the second child spells the second letter, and so on until the word is spelled. The child immediately after the one who gives the last letter uses the word in a sentence, and the next child gives the meaning of the word. Each mistake costs the team one point. A mistake during the spelling of a word means that the next child begins by spelling the word from scratch.

Cross Reference: R02011

R02011 Recognize long vowel sounds in one-syllable words in initial, medial, and final positions.

Activities:

1. Students will recognize that the long vowel sound is used when the word ends with a silent *e* by correctly sounding out unfamiliar words, e.g., case, drive, huge, rope, size, wave, etc.
2. Students will recognize that the long vowel sound of the first vowel is used when two vowels appear together in a word by correctly sounding out the unfamiliar word, e.g., tree, seek, easy, road, mean, lie, key,

beach, etc.

3. Students will distinguish between long and short vowel sounds in words by separating cards into two stacks according to the sounds of the vowels. (Sight words, new vocabulary words or spelling words may be used.)
4. A volunteer stands next to the first person in the row as the teacher calls out a word. The first to correctly tell if the vowel is short or long moves on to challenge the next player. The person to travel farthest is the winner.

Cross Reference: R02010

R02012 Identify base word in words containing affixes.

Activities:

1. Students will select from a list of four words the correct base words for an affixed word. Words selected should be those whose spellings are unchanged (e.g., bears, branches, climbing, covered.)
2. Students will write the base words ending in silent e beside a list of affixed words. Examples: believed, arrived, hiding, waved.
3. Students will write the based words ending in "y" beside a list of affixed words demonstrating an understanding that "y" changes to "i" before the affix is added. Examples: carried, families, replied, stories, cities.
4. Students will underline the based words of affixed words where the final consonant has been doubled before an affix was attached. Examples: stopped, beginning, wagged, running, swimming, shaggy.
5. Students will circle the based words in affixed words ending with the suffixes ly, ful, fully, ment, al, ness. Examples: powerful, entirely, carefully, movement, original, darkness.
6. Students will underline the based words in words beginning with the prefixes **re** or **un**. Examples: rewrite, uncover, unused, reread, unpaid.
7. Students will read a sentence containing an affixed word which is underlined. The student will define the word as it is used in the context.
8. Give each child an old magazine. Put words containing affixes on the board. Let the child find pictures for the based word in each. The children write the word on the picture and tear it from the magazines. Ask each child to show one picture to class and explain why it was selected.

R02013 Select a category name for groups of pictures or objects.

Activities:

1. Collect an assortment of concrete objects that may be grouped in various categories. Place the objects in a basket, box, or bag. When introducing categories, dump the objects on a table or floor. Students will arrange objects by similarities. (Ex. all blue objects; things that are soft; all trucks, cars, etc.; things that have wheels; etc.) Discuss why students chose to group objects in a particular fashion. Accept logical answers. Continue to have students group and regroup objects giving reasons for categories. (This activity works best in small group instruction.) Having the students discuss why certain objects are grouped together helps stimulate thinking in preparation for skill study.
2. Students will divide objects by categories that describe texture, feel, size or shape. Examples: soft-hard, rough-smooth, round-square, big-little. Secondly, the teacher places like objects together and asks the students to come up with category names.
3. Students will divide picture cards into categories depicting **people, places, or things**.
4. Construct a file-folder learning center. Draw two large baskets on the file folder. Write **farm animals** on one basket and **zoo animals** on the other. Write the names of animals on construction paper apples. The student will match the animal to the correct basket. An answer sheet is pasted on the back of the folder.
5. Students will cut pictures from magazines which illustrate **food, clothing, shelter** and **transportation**. Students will separate the pictures into categories and compile a scrapbook or wall mural. Secondly, the teacher groups like pictures together and the students supply the category name.
6. Students will divide pictures of real people or animals from "make-believe" people or animals and place each picture under its proper category. Teacher and students will discuss those pictures over which there may be disagreement, e.g., unicorn, dinosaur, elf, fairy, giant, ghost.
7. Give students a set of pictures that have something in common. Have the student supply a category name for the picture. An example would be a plate, cup, saucer, and bowl. The category name: dishes.

R02014 Distinguish between real and Imaginary events in written passages (at grade level) read silently by the student.

Activities:

1. The teacher will select short passages from the basal text which describes real or imaginary events. Students will read each passage and indicate whether it is real or imaginary by putting an "R" after the real passages and an "X" after the imaginary ones.
2. Students will read a short poem or look at a picture and discuss whether the action or description as portrayed in the poem or picture is real or imaginary.
3. Students will read a familiar story or news items containing one sentence describing an event that could not happen. Students will underline the sentence that is imaginary.
4. **Draw an imaginary person.** Using large drawing paper 12" x 18", fold the paper four (4) times. Place students in rows of four (4) students. Give the first student in each row a folded paper and instruct him/her to draw a head on the top folded piece. The first student then folds the paper back (the teacher may have to help each row to make sure the paper is folded correctly to make the body connect) and passes it to the student in back of him/her. The second student is instructed to draw a neck and shoulders, then folds the paper and passes it to the third student. The third student draws arms and body and passes it to the fourth student who draws legs and feet. When the drawing is completed, the students may open it up and discuss the imaginary person. The students in each row or the class may then make up a story using the imaginary person as the central character.
5. Provide students with versions of nursery rhymes, poems, fables, and real stories (at grade level). Provide each student with index cards, 4" x 6" (students should have one index card for each selection he/she reads). Students will read versions of nursery rhymes, poems, fables, real stories (at grade level) silently. Students will draw a picture with a caption or write a few sentences explaining why the selection is real or imaginary on the index card. Students may share their reading experience with each other or the class explaining why they made their decisions.
6. Compile a list of television shows or movies that students are familiar with. Discuss shows, characters, and events. Allow students to discuss fully, giving reasons for their decisions for placement under headings. List on chalkboard, overhead transparency, etc., under headings **Real** or **Imaginary** the shows, characters, and events. Follow up discussion with a written activity using a limited number of shows, characters and events for students to read and place under correct heading.

7. Refer to 1st grade skill #R01008.

R02015 Number these pictures according to the sequence in which they occur.

Activities:

1. Students will close their eyes and listen attentively. Explain to the students that you are going to make four sounds. Ask the students to identify and remember the sequence of the sounds. (Example: sliding a chair, tearing paper, ringing a bell, opening a door, whistling, opening and/or closing a cabinet/drawer.) (Variation: Use sound tapes.)
2. Supply students with cartoon strips that have been cut from the newspaper. Back the strip and cover with contact paper or run through a laminating machine. Cut the cartoon strip into frames. Use the same procedure with an identical cartoon strip cut from another newspaper but leave it intact to serve as the answer key. Place frames in an envelope and mount the answer key on the envelope. Students will put the frames in sequence and then "check" with the answer key. (Variation: Allow students to draw their own cartoons and construct activities.)
3. Display story pictures out of sequence along chalkboard tray. Distribute cards with numbers printed on them to students. Ask students to carefully study the story pictures and decide which picture should come 1st, 2nd, 3rd, 4th, etc. Call on a student holding the number 1 card to come to the board and place the card in front/beside the picture that should be first. Continue until students have placed number card in front/beside all pictures. The last student may arrange the pictures in sequential order.
4. Construct/buy nursery rhyme pictures showing each major event in the rhyme. Read the nursery rhyme and ask students to arrange the pictures in sequential order. Students may repeat the rhyme after they have arranged the pictures.
5. Supply drawing paper to students. Assign each student an activity that they do every day. Ask each student to draw a picture depicting a different activity. When students have completed their drawings, they will place them in the order in which the events should occur during the day. Discuss the pictures of events and use them for bulletin board displays, etc. (Variations: 1. Assign events that happen on Saturday. 2. Assign events that happen throughout the year, i.e., holidays, seasons, etc.)
6. Prepare worksheets with pictures depicting a story out of sequence. Students will number pictures in sequential order.

R02016 Apply the appropriate phonic rules when decoding new words:

- a. A vowel between two consonants is usually short: pin, cap, hot, big, bed
- b. A vowel followed by a consonant plus **e** is usually long: pine, date, dope, cute

Activities:

1. Use this activity with a worksheet, transparency, or chalkboard. Write a key word at the left of each line. Students should apply the phonic rule to make three other words in the line that follow that rule.
2. Use pictures and word cards. Begin with words students know and gradually give pictures of words that students are not familiar with. Student must apply the phonic rule to decode the new word.
3. Students should be given a familiar key word containing a short vowel. Students would be asked to add an **e** at the end of the word, pronounce the new word and use it in a sentence.

Example: hop—hope
cut—cute

4. Crossword puzzles/riddles. Give definitions of words. Students must apply a given phonic rule to select the words.
5. Write simple sentences/passages/stories (at grade level) for the students using the CLOZE method. Omit only the vowels. The students will complete the sentences by filling in the missing vowels.

Example: The boy r _ _ n up the h _ _ ll.
John p _ _ t the c _ _ p on his head.
The girl went for a r _ _ d _ _ on her b _ _ k _ _ .
I l _ _ k _ _ to swim in the l _ _ k _ _ .
T _ _ k _ _ the c _ _ k _ _ to your h _ _ m _ _ .
He will b _ _ y the candy at the st _ _ r _ _ .

J _ _ n _ _ and J _ _ ll will t _ _ k _ _ the b _ _ s to the
st _ _ r _ _ .
They will b _ _ y f _ _ v _ _ cans of food.
Mother will _ _ s _ _ the food to m _ _ k _ _ dinner.

The afternoon was h _ _ t.
T _ _ m was qu _ _ te l _ _ te coming h _ _ me from the
g _ _ me.
H _ _ s father began to worry.

6. Draw a game trail. On cards write word pairs that are identical except

for the silent "e" on the end. The student draws a card and if he reads both words correctly, advances the number of spaces spun. The student reaching "finish" first is the winner.

7. Refer to 2nd grade skills #R02010 and #R02011.

R02017 Identify at least 80% of the Dolch Basic Sight Word List identified for mastery by the end of Grade 2:*

a, and, away, I, in, little, run, said, see, the, big, blue, can, come, is, it, jump, look, three, to, down, find, for, make, me, my, two, up, we, where, funny, go, help, here, not, one, play, red, yellow, you, all, am, are, at, ate, be, black, brown, but, came, did, do, eat, four, get, good, have, he, into, like, with, must, new, no, now, on, our, out, please, pretty, ran, ride, saw, she, so, soon, say, that, there, they, this, too, under, want, was, well, went, what, white, who, will, after, again, an, any, as, ask, by, could, every, fly, from, give, going, had, has, her, him, his, how, just, know, let, live, may, of, old, once, open, over, put, round, some, stop, take, thank, them, then, think, walk, were, when, always, around, because, been before, best, both, buy, call, cold, does, don't, fast, first, five, found, gave, goes, green, its, made, many, off, on, pull, read, right, sing, sit, sleep, tell, their, these, those, up, as, use, very, wash, which, why, wish, work, would, write

Activities:

1. To review Dolch words, play "Fruit Basket Upset." Attach a word card necklace to each child using yarn or string. Students then stand in a circle wearing the necklaces and "it" stands in the center. The person who is "it" calls out two words. Those two students run to exchange places before "it" takes one of the spaces. The child left without a spot becomes "it."
2. Refer to 1st grade skill #R01013 and 3rd grade skill #R03011.

ESSENTIAL SKILLS READING

GRADE 3

The student will:

- R03001 Recall (Identify) the basic plot from stories (at grade level) read silently by the student.

Activities:

1. After reading a passage or short story, have students select the plot from three (3) multiple choice phrases. Two should not relate to story. Discuss in class which answer is best.
2. After reading a passage or short story, have the students select the plot from three (3) multiple choice phrases, with all phrases related to story. Discuss in class which answer is best.
3. After reading a story, help students recall plot by filling in a form supplied by the teacher. The form can include directions such as these: (1) Write title. (2) Write sentence about main character. (3) Write down a problem in story. (4) What did they do about the problem? (5) How did story end?
4. Present students with a short paragraph with key words underlined that refer to what happened and to whom it happened. Student must tell you what the plot is.
5. Read a story orally then have three students retell story. First student would recall beginning of story, second student will recall middle of story and third student will retell the ending of story.
6. After reading a story, have students write the basic plot in as short a manner as possible.

- R03002 Recall (Identify) explicitly stated main ideas and supporting details from expository passages (at grade level) read silently by the student.

Activities:

1. Given a list of words that are related, the student will write one main idea that characterizes the list.

Example:	_____	_____
	tractors	books
	pigs	teacher
	barn	pencil
	wagon	cafeteria

1. Find very short stories that can be typed in sentences and cut apart. Label one sentence the main idea. Let the student decide which of the sentences are supporting detail and which are just interesting extra details.
3. After reading a story, the student will be given a sentence with the main idea followed by four multiple choice sentences. The student will circle the phrase that supports the main idea.
4. After reading a basal reader story, let students as a whole class decide the main idea. Then let each student write five (5) details that support the main idea.
5. State the main idea of the selection and ask students to read selection thinking about the details which might support the given main idea. Supply students with a copy of a tree on which they write the main idea on the trunk and the supporting ideas on the limbs.

R03003 Recall (Identify) implicitly stated main ideas from expository passages (at grade level) read silently by the student.

Activities:

1. Supply an action picture. The student is asked to tell the main idea that is implied by the picture.
2. Have student use charades to act out a daily routine and let the class supply the implied idea shown by actions.
3. Students will read a short passage and select from a given list of four choices the implicitly stated main idea.
4. Students will read a selection and write the main idea that is implied by the story.
5. Students will read a short passage and choose the best title from a set of four supplied by the teacher.
6. Students will read a short passage and make up an appropriate title. Discuss these in class.

R03004 Follow directions from grade level material read silently by the student.

Activities:

1. Play "Simon Says" to reinforce the idea of following directions correctly.
2. Using a pencil and piece of paper, the teacher will orally give the students instructions. Example: Put name in lower right corner. Draw a circle in the center of the paper. Make three X's across the middle of the circle, etc. Next, the students will read similar directions silently and follow them.
3. Using a map and a pencil showing city streets, the student will follow a specific route given by oral directions. Next the students will read the directions silently and draw the specified route.
4. Students will follow directions on a recipe and make something simple to eat.
5. Students will complete simple science experiments which require following directions.

R03005 Use context to select a missing word (from a given list) in a sentence and/or paragraph read silently by the student.

Activities:

1. Teacher reads four sentences. After completing the sentences, students will be given the sentences and will fill in the missing word from the sentence.
2. Teacher will supply a sentence and in place of a word will insert a picture. Student will identify word by the picture. Example: A _____ flew to its nest.
3. Teacher will read a five sentence paragraph. After reading the paragraph, students will be given the paragraph and fill in five words omitted from the sentence. Supply a list of words from which to choose.
4. Teacher will read a short story and present a picture while saying key words. Next show the picture only while reading the story and have students say the key word. Finally read the story and pause at the key words, having student say the missing key word.
5. Use a Cloze passage—delete every fifth word from paragraph. Student will be given the list of the missing words and must insert them in the proper place.

R03006 Recognize the explicitly stated sequence of events in a written passage (at grade level).

Activities:

1. Students will arrange a set of comic strips in proper sequence.
2. Teacher will tell a story with pictures. The students must retell the story while they place the pictures in proper sequence.
3. Given five short sentence strips, the student will place them in order to tell a story.
4. Given five sentences from a story, the student will read the story silently and arrange the sentences in order.
5. Have students write stories about activities of everyday life that involved sequence. Example: getting dressed; going to school; writing a letter.
6. After reading a short passage or story, ask students what happened **first**, what happened **last**, and what happened **before** and **after** certain events in the story.

R03007 Summarize (Identify a summary of) a written passage (at grade level).

Activities:

1. Assign each pupil or group of pupils a story or article from their weekly classroom newspaper. Ask them to write a telegram to the class telling the main idea and the most important facts of the story. Remind pupils that a telegram must not exceed fifteen words. Pupils may then share their telegrams with the class for discussion.
2. Using "Skinny Books" let students make a library card after reading and make their own library file for stories. Note: skinny books are little books made from stories in old, discarded basal readers.
3. The teacher may construct a cardboard robot for the room. Half the children will write stories. The other half will summarize the story using "robot language." The robot can be used for many other activities.

R03008 Predict (Select) plausible outcomes from stories read silently by the student (at grade level).

Activities:

1. Give the student four pictures, three of which are unrelated to the story. After reading story, the student must choose the picture that will best end the story.

2. Give student a picture from an old magazine. Let student glue the picture on paper and under picture write what happened after the scene.
3. The teacher reads a story but does not reveal the ending. Students draw a picture or write a paragraph that predicts the ending of the story. Discuss in class.
4. Students silently read a partial story that has no ending. Students write a paragraph predicting the story's ending. Student will work in small groups to dramatize the predicted ending of a short story.
5. Given a story, the student must choose the best ending for the story from five phrases listed.

R03009 Supply (Recognize) synonyms in context.

Activities:

1. Make cards with sets of matching synonyms. Place the cards in two piles. The word in one pile, the synonym in the other pile. Students will draw one card from each pile. If they are matching synonyms, they may keep the cards. If not, the cards go back in the stack. The student with the most matching sets is the winner.
2. Make flashcards using pairs of synonyms. Each student is given a hand of five cards. Players asks for a match to their card. When they get a "pair" they must make a sentence with one of the words and then repeat the same sentence using the other word. Example: cap—He took off his cap; hat—He took off his hat.
3. Each child must have three (3) signs labeled synonyms, homonyms and antonyms. Teacher holds up a pair of words. Students hold up a sign to match the teacher's pair.
4. Each student will be given four pairs of words. Student will select the pair that is a synonym.

Example: big-little big-pig
big-large big-boy

5. Give students a paragraph in which words that are not likely in their vocabularies have been circled. Instruct students to make up a word to fit in place of the circled word. After students are finished, discuss which of the words are synonyms for the circled words.
6. Given a word, the student will choose from a group of four words the one meaning nearly the same.

R03010 Match basic contractions with their two-word counterparts.

Activities:

1. Supply cards on which a contraction is written to half the pupils. Give the other pupils cards bearing the two words from which one of the contractions is formed. One pupil is "it." As the teacher says either a contraction or a combination of two words, the pupil who holds the card with the contraction and the pupil who holds the card with the two words change seats. "It" also tries to get a seat. The pupil who doesn't get a seat becomes "it."
2. Teacher will present the student with word and sentence cards containing contractions. The student will match their two-word counterpart with the teacher's contraction card.
3. Have each student write a story using as many contractions as they can. Then, have student trade their story with others who will rewrite them explaining all of the contractions into their two-word phrases. These stories can be passed around again to new students who will rewrite them by returning the phrases to their original contracted form.
4. Supply a worksheet which lists common contractions and four two-word counterparts. Student choose the two-word counterpart of each contraction.

R03011 Recognize and read orally at least 90% of the Dolch Basic Sight Word List identified for mastery by the end of grade 3.*

a, and, away, I, in, little, run, said, see, the, big, blue, can, come, is, it, jump, look, three, to, down, find, for, make, me, my, two, up, we, where, funny, go, help, here, not, one, play, red, yellow, you, all, am, are, at, ate, be, black, brown, but, came, did, do, eat, four, get, good, have, he, into, like, with, must, new, no, now, on, our, out, please, pretty, ran, ride, saw, she, so, soon, say, that, there, they, this, too, under, want, was, well, went, what, white, who, will, after, again, an, any, as, ask, by, could, every, fly, from, give, going, had, has, her, him, his, how, just, know, let, live, may, of, old, once, open, over, put, round, some, stop, take, thank, them, then, think, walk, were, when, always, around, because, been, before, best, both, buy, call, cold, does, don't, fast, first, five, found, gave, goes, green, its, made, many, off, on, pull, read, right, sing, sit, sleep, tell, their, these, those, up, as, use, very, wash, which, why, wish, work, would, write, about, better, bring, carry, clean, cut, done, draw, drink, eight, fall, far, full, got, grow, hold, hot, hurt, if, keep, kind, laugh, light, long, much, myself, never, only, own, pick, seven, shall, show, six, small, start, ten, today, together, try, warm

Activities:

1. Student will trace over the underlined sight word in a sentence with a crayon of their choice. After tracing over the word they must read the sentence.
2. Students will be given a sight word card. The teacher will read a sentence. If the student's sight word is used in the sentence they must stand up and they may keep their card. The student with the most cards wins.
3. Teacher will present to student cards containing simple sentences with underlined sight words. Student will read sentences.
4. Use the Dolch group word teaching game. Each child is given a card with the Dolch sight words listed in squares. The teacher or another student calls out a word from the master list. When a word is called, each child puts a marker on the word. The game is played like bingo. The winner is the child who has five markers in a row.
5. The teacher makes a transparency of sentences leaving blanks for the correct sight words. The sight words are listed at the bottom or side. The transparency is projected on the chalkboard or larger piece of paper. The children take turns going to the board to put in the correct word.

ESSENTIAL SKILLS READING

GRADE 4

The student will:

- R04001 Recall (Identify) **explicitly** stated main ideas and supporting details from expository passages (at grade level) read silently by the student.

Activities:

1. Student will read story silently. Student will draw a picture depicting the main idea or write a sentence telling what the story is about. Student will then write several sentences giving supporting details.
2. Given paragraphs and titles, students will match paragraphs with appropriate titles. To make this more interesting, the stories and titles can be written on shapes such as ice cream cones, cards, etc.
3. Show a filmstrip or movie. Tell students to watch and listen carefully because they will be asked to write the main idea and at least three supporting details.

- R04002 Recall (Identify) **implicitly** stated main ideas and supporting details from expository passages (at grade level) read silently by the student.

Activities:

1. Students will read a passage. Supply materials for construction of puppets. Students will choose one character from the passage and make a paper bag puppet to look like that character. Student will have the puppet tell the main points of the story as it would have appeared to that character.
2. Construct activities that include passages and a selection of details. Students will read the passage silently and circle the details that pertain to that passage. Students will then write a sentence of their own giving the main idea of the passage.
3. Students will read a passage to identify the kind of information given (Who? What? When? Where? Why? How?). Student will write the answers to the questions or orally share with the group.
4. Construct worksheets that have several short paragraphs written on them. Under each paragraph, give three or four possible choices for the main idea of the paragraph. Students will circle the main idea.

Paragraphs may be clipped from newspapers, copied from basals, copied from a book (on grade level), clipped from magazines, or written by the teacher.

5. Have students construct a bulletin board. Title the board, "Racing Through Main Idea and Details." Provide patterns of large and small race cars for students to trace, cut out, and place on the board. Distribute passages to students. After reading the passage, the student will write the main idea on the larger car and supporting details (2 or 3) on smaller cars.

R04003 Recall (Identify) basic plot from stories (at grade level) read silently by the student.

Activities:

1. Students will read a story and share the story by creating a story board illustrating scenes from the story.
2. Given activity cards with words such as setting, theme and main characters written on them, the students will read a story and **watch** for these points in the story. Students will write the answers (setting, theme, main characters) on the card (paper).
3. Students will read a story and fill in the blanks of a paragraph provided by the teacher on chalkboard, transparency, or paper.

Important Idea or Plot

In this story the problem starts when _____ .

After that, _____ . The problem is finally solved when _____ .

The story ends _____ .

Idea taken from **The Reading Teacher**, Vol. 36, No. 2, Nov. 1982

R04004 Follow directions in written material (at grade level).

Activities:

1. Supply a 3" x 5" card to each student. On each card, write a set of directions telling how to make or draw something. After student has followed the directions, he/she shows the product to the class and explains what it is and how it was made.
2. Make sets of directions placing each step on a separate card. Place

cards in envelopes. Direct students to arrange cards in the correct order. They may then follow the directions.

3. Make sets of directions placing each step on strips of paper. Have students go on a "Scavenger Hunt."

R04005 Use context to select a missing word (from a given list) in a sentence and/or paragraph read silently by the student.

Activities:

1. Given incomplete sentences, students will complete sentences using words from a supplied "word bank".
2. Given words of multiple meanings and their definitions, students will decide which definition is correct for the word as it is used in the sentence.
3. Prepare sets of playing cards (3" x 5" index cards). On one set, write definitions of multi-meaning words, one definition per card. On a second set, write sentences using those words, one sentence per card. Multi-meaning words should be underlined in the sentences. The object should be to match the definition cards with the sentence cards. Games may be played by any rules the teacher decides. Two to six players would be ideal.

R04006 Distinguish between facts and opinions.

Activities:

1. Given a list of statements, student writes "**Think** or **Know**" before each. Think—if the statement is an opinion. Know—if the statement is factual.
2. Given large colorful advertisements from magazines, students will evaluate which statements are factual and which are opinion.
3. Supply students with editorials from the newspaper. Students will read and evaluate distinguishing fact and opinion.
4. Talk about T.V. commercials. Students will distinguish fact from opinion in discussion groups.

R04007 Recall (Identify) explicitly stated character traits from a written passage (at grade level).

Activities:

1. Students will read a story and then participate in a teacher-led

discussion of the kind of person each character was in the story. Teacher or student writes a list of characteristics that fit the characters in the story.

2. Students are directed to read a story. The students are directed to select a character(s). They then choose a color which represents the character of the person(s) and write sentences explaining why he/she chose that color.
3. Students are given questions to answer as they read a story. Questions should include: What is the character's appearance? What does the character say? How does the character act? What do other characters say about the character? What does the author say about the character?
4. Student will read a story, choose a character, and act out that character's feelings and role in the story.

R04008 Recall (Identify) explicitly stated character motives from a written passage (at grade level).

Activities:

1. Students will select their favorite character from a story or passage. Students are asked to make believe they are that character and justify that character's role in the story.
2. Ask students to read a biography and decide if the person's life is similar to his own, or markedly different. Make a chart showing similarities or differences in the two.
3. Given a list to help students describe and analyze the personalities of the characters in a passage or story, the students will read a passage or story. Students will fill in the list and try to determine the character's motives. The list should include: physical, emotional, and behavioral descriptions.
4. Given a factual article about an event, students will state their perceptions of the motives behind the actions of a character and justify their statements by reading an appropriate statement from the context.

R04009 Identify explicitly stated cause and effect in a written passage (at grade level).

Activities:

1. Given a list of cause/effect sentences, the student will identify the cause

phrase by drawing one line under it and the effect phrase by drawing two lines under it.

2. Given a group of statements, the students will categorize the causation statements and the effect statements.
3. Given a cause statement, the students will supply an effect statement.
4. Given an effect statement, the students will supply a cause statement.
5. Students will locate or draw cartoons or comic strips which illustrate cause and effect.

R04010 Recognize the explicitly stated sequence of events in a written passage (at grade level).

Activities:

1. Write main points or events on sentence strips. Direct students to arrange the sentences and any corresponding pictures in sequential order.
2. Construct activities that include a short story and a list of events in scrambled order. Students will read story and number events in sequential order.
3. Reconstruct a news event found in newspapers or magazines by underlining and numbering the events in sequence or listing the sequence of events on a separate sheet of paper.
4. Develop a story into a play by listing the sequence of events, dividing the main events into actions, and ordering the details or less prominent events into scenes.

R04011 Summarize (Identify a summary of) a written passage (at grade level).

Activities:

1. Student will write a summary of a book or story limiting himself to the space of a 3" x 5" card.
2. Student will make a jacket for a book he/she has read. It should include a short summary of the book on the inside flap.
3. Student will summarize a news article limiting himself to three or four sentences.
4. Student will complete the following sentence about a story or article just read: "This story (article) is about"

5. Student will read a poem or short passage and select, from a list of three or four choices, the statement that best tells what the selection was about.

R04012 Supply (Recognize) antonyms in context.

Activities:

1. Given a list of words, students will read a story, being careful to watch for antonyms for the words given. When reading is completed, direct student to list the antonyms.
2. Match words with their meanings and opposite meanings.
3. Given a passage with certain words underlined, students will rewrite the passage supplying the antonyms for the underlined words. Students should compare and contrast the meanings of the two passages noting the differences made because of antonyms.

R04013 Predict (Select) plausible outcomes from stories read silently by the student (at grade level).

Activities:

1. Review terms: past, present and future. Students may volunteer definitions. Teacher should explain that the future can often be predicted by knowledge of the past and the present. Students should understand that events often follow a pattern.
2. Given a pictured event, direct students to write a story indicating what is happening, what happened before and what might happen in the future.
3. Supply students with partial stories. Students should read the partial story and try to predict the outcome. Supply actual endings to the stories and have students compare their predictions to the actual endings.
4. Supply students with stories without endings. Students will predict a plausible outcome and/or write an ending for the story.

ESSENTIAL SKILLS READING

GRADE 5

The student will:

- R05001 Recall (Identify) **explicitly** stated main ideas and supporting details from expository passages (at grade level) read silently by the student.

Activities:

1. Write two topics on the chalkboard (transparency) and the heading "NEITHER." Read prepared sentences to the students and have them tell in which column the sentences belong. Write the sentences under the appropriate heading. Explain to the class that topics tell us what the sentences are going to be about.
2. Write a paragraph with a clearly stated main idea on the chalkboard or on a transparency. Students will read the paragraph and decide if the paragraph answers a who, what, when, where, why, or how question. After students have written their answers on paper, discuss for understanding.
3. Write short paragraphs with clearly stated main ideas on the board and have students cross out the unimportant information leaving the main idea and most important details. Discuss why the remaining sentences are the most important in each case. Discuss the most important (main idea) and why the other sentences support this idea.
4. Using the basal text, copy paragraphs on paper. Have the students answer the five W's and decide which ones are most important in each case. Have the students underline the important ideas. Discuss why.
5. Using appropriate grade level materials, instruct students to read silently and write the main idea on their paper. Check for understanding. Have student support the main idea with appropriate detail sentences. Check for understanding.
6. "Telegram Activity"—Students will read an appropriate grade level paragraph and write it in telegram form. Students send telegrams to other students. Students who receive the telegram must then turn it back into a paragraph by adding details that are invented or remembered if the students have read the same material.

- R05002 Recall (Identify) **implicitly** stated main ideas and supporting details from expository passages (at grade level) read silently by the student.

Activities:

1. Draw a flower (tree) with petals (branches) on the chalkboard or on a transparency. Discuss with the class the idea that petals (branches) are a part of the flower (tree) and that they are supported by the center (stem—trunk). Write some supporting details on the petals (branches) and ask students to give a topic (main idea) for the supporting details. Also do the reverse. Write the topic (main idea) on the stem (center—trunk) and ask students to give supporting details.
2. "Trip Summary"—Students will draw pictures of a recent trip (activity). Each student will write a brief summary to describe the pictures.
3. Students will write a one-page summary (or use 5" x 7" index cards) of a television show, a favorite book, or movie. Students should include **all** the important facts and omit the less important details.
4. "Take a story apart—Put it back together"—Students illustrate parts of a story individually or in small groups. Put the pictures in sequential order and have the group suggest a picture that could summarize them. All members contribute. Students will then write a summary to go with the summary drawing.
5. Using the newspaper, clip articles for students to read without their headline. Students will write a headline for each article and compare with the original. Discuss differences.

R05003 Recall (Identify) basic plot from stories (at grade level) read silently by the student.

Activities:

1. Refer to 4th grade skill #R04003.
2. Refer to 6th grade skill #R06005.

R05004 Follow directions in written material (at grade level).

Activities:

1. Refer to 4th grade skill #R04004.
2. Refer to 6th grade skill #R06006.

R05005 Use context to select a missing word (from a given list) in a sentence and/or paragraph read silently by the student.

Activities:

1. Refer to 4th grade skill #R04005.

2. Refer to 6th grade skill #R06007.

R05006 Distinguish between facts and opinions.

Activities:

1. Refer to 4th grade skill #R04006.

2. Refer to 6th grade skill #R06008.

R05007 Recall (Identify) explicitly stated character traits from a written passage (at grade level).

Activities:

1. Refer to 4th grade skill #R04007.

2. Refer to 6th grade skill #R06009.

R05008 Recall (Identify) explicitly stated character motives from a written passage (at grade level).

Activities:

1. Refer to 4th grade skill #R04008.

2. Refer to 6th grade skill #R06010.

R05009 Summarize (Identify a summary of) a written passage (at grade level).

Activities:

1. Refer to 4th grade skill #R04011.

2. Refer to 6th grade skill #R06011.

R05010 Predict (Select) plausible outcomes from a written passage (at grade level).

Activities:

1. Refer to 4th grade skill #R04013.

2. Refer to 6th grade skill #R06012.

R05011 Locate (Identify) verifying statements from a written passage to support a fact (at grade level).

Activity:

1. Refer to 6th grade skill #R06013.

R05012 Identify explicitly stated cause and effect in a written passage (at grade level).

Activities:

1. Write **Cause** and **Effect** on a transparency (chalkboard). Explain that a cause is what makes something happen, and that an effect is what happens. Have students act out an event and the rest of the class say the cause and the effect. (Press a button, cut paper, turn a knob, staple paper, turn a key, drop a pencil, etc.) Write the responses under the appropriate heading.
2. Supply students with sentences that show cause and effect and have the students underline the cause with one line and the effect with two lines.
3. "Comic Cause and Effect"—Assign each small group the task of developing a skit that shows cause and effect in a comic fashion. Students will perform the skits and discuss each one with the class. Examine each cause and effect relationship.
4. Play "Cause and Effect Shuffle"—Prepare one set of seven (7) cards with causes and a set of cards with effects. Place all the cause cards in one pile and all the effect cards in a second pile. Students should take turns drawing cards from each pile and making cause and effect sentences with the cards chosen. Students should be able to explain why the sentences created do or do not make sense.
5. Using the basal text (or grade level material), assign a passage for the student to read. Ask the student to write a paragraph describing the most important cause and effect relationship in the story.

R05013 Recognize the explicitly stated sequence of events in a written passage (at grade level).

Activities:

1. Students should review **order** and **time** concepts. Students should have practice and discuss terms that refer to sequence: to begin with, initially, and then, following, next, after that, finally, in conclusion, first, second, third, afterwards, last. Write the words on a transparency or chalkboard. Students should write a paragraph using several of the words. Students should write about steps involved in a familiar task such as making a sandwich, making a bed, cleaning up a room, washing hands.

2. Supply newspaper pages to each student. Remind students to think about words that refer to sequence. Students will underline all the words they can find that tell about the order of events in a story. Call on students to read aloud sentences that have underlined words.
3. "T.V. Guide Activity"—Supply students with T.V. Guides. Discuss how shows are listed according to the days of the week and the time of day they are shown. Students will list favorite shows according to day of week and time of day they are shown. (Variation: Students are supplied with a list of shows by the teacher to put in sequential order.)
4. Students will view a filmstrip. Teacher will wind film to a random frame. Students will describe what is happening in that particular frame. Call on a student to tell what happened before and after that particular frame. Repeat with several other frames.
5. Student will select a story or short book to read silently. On paper the student will write short sentences telling the story in sequential order. Variation: Students will write sentences on separate sentence strips. Use these to put the story in order. If more than one student has read the same story, they might shuffle sentences and quiz each other by having the partner put sentences in order.

ESSENTIAL SKILLS READING

GRADE 6

The student will:

- R06001 Recall (Identify) explicitly stated main ideas from expository passages (at grade level) read silently by the student.

Activities:

1. Assign a reading passage in science or social studies. Give each student an index card. Students are to write the key words and phrases of the passage on the card. Have students exchange their card with a partner. Using the key words and phrases, students are to write the main idea(s) on the back of the card.
2. Give each student a copy of a current events article. Have students locate and underline the main idea in each paragraph. Compare student responses and discuss as a class. (Article could relate to any content area.)
3. Have each student write a composition. After completing the assignment, students are to underline the main idea in each paragraph.
4. Have the students prepare a telegram to send which tells what the topic is, but can contain only X number of words.
5. Using pictures of a single event, have the students choose the main idea.
6. In any content area, provide only an outline of the details of a section of the textbook. Have the students complete the outline with the main ideas (correlates with 6002). As students progress, the amount of information originally given to the students can be decreased.

Cross Reference: R08001

- R06002 Recall (Identify) explicitly stated supporting details from expository passages (at grade level) read silently by the student.

Activities:

1. Prior to class, list individual details from three (3) passages on cards or sentence strips. Write three (3) subheadings on the chalkboard to

represent the main ideas in a story, article, or content area passage that all students have read. Give each student a card or sentence strip. Have students, one at a time, read their card and place under appropriate heading. If detail does not fit any category, have students place under "Misfit" category. (Variation: Divide class into teams. Follow same procedure and award points for correct answers.)

2. Read (or have the students read) a descriptive passage. Without referring back to the passage, have the students draw a picture to illustrate the passage.
3. Have the students identify information from a passage, giving directions to a location using only the specific words which will help them arrive at their destination.
4. Use newspaper articles. Have the students find the answers for the detail questions of **who, what, when, where, why, and how.**
5. Using math word problems, have the students mark the specific words needed to solve the problem.
6. Use recipes for making the same items but which contain slightly different ingredients. Have the students match the list of ingredients with the directions.

Cross Reference: R08002

R06003 Recall (Identify) implicitly stated main ideas from expository passages (at grade level) read silently by the student.

Activities:

1. Show students a series of pictures from news magazines such as **Time**, **Newsweek**, or **US News and World Report**. Have students write a title for each picture which summarizes the main idea.
2. After completing a social studies or science unit, have students make a card file or booklet to summarize the important (main) ideas learned in the unit. Students may share their projects in small groups or with the entire class.
3. Make a collage showing the main ideas of a story, social studies unit, or science unit. Display in room. Discuss the collage with the class. (Use with small groups or the entire class.)
4. Use paragraphs with the main idea stated. Remove these statements from the paragraphs to show students that the paragraph intent remains unchanged.

5. Provide one main idea statement. Given three (3) to four (4) paragraphs on similar topics, have the students match the statement to the appropriate paragraph.

Cross Reference: R08003

R06004 (Identify) implicitly stated supporting details from expository passages (at grade level) read silently by the student.

R06005 Recall (Identify) basic plot from stories (at grade level) read silently by the student.

Activities:

1. Have students assume the role of script writers for soap operas (evening or daytime). Have students work in small groups. Provide each group with a title such as "Lies and Revenge." Have students develop a series of plots for the program.
2. Select a group of students to make up questions from various selections studied in any content area. Have the remaining students attempt to identify the selection.
3. After students read a short story or a historical passage, have the students turn the passage into a play by identifying the main characters and assigning dialogue to the characters.

Cross Reference: R08005

R06006 Follow directions in written material (at grade level).

Activities:

1. Give each student a piece of construction paper. On a separate instruction sheet have a list of written directions. These directions should pertain to developing the picture in a certain way. Have students follow these directions to complete the picture. Teachers might opt to do a collage using colors as part of the directions. (Variation: Distribute two sets of directions randomly to class without students being aware their directions differ.)
2. Have students work in pairs. Each pair is given two sets of cards. The students take turns following the directions on the cards.
3. For math class, make a large size grid on the chalkboard or on a piece of poster board. Make direction cards for the game, one direction per card. Examples would be: move one space to the west, go southeast two spaces, etc. Divide the class into teams and provide each team with

a colored dot which has tape on the back. Prior to class and during the explanation of the game the teacher has a destination marked on the grid (might be an imaginary city). Divide class into teams. The object of the game is to be the first team to the city. Each student takes a turn, draws a card, and follows the directions. If the student is incorrect, as judged by the teacher, the student has to move his/her team's marker one space backward from the destination. If correct, the student leaves the team's marker on the space designated by the direction card.

4. Have the students name a food that they know how to prepare. Have them write the ingredients and the directions for its preparation. Have the students exchange recipes to see if their directions are clear and easy to follow.
5. Have the students describe the steps involved in a school activity (example: fire drill). Have them work on their sequence to make it as concise and clear as possible.

Cross Reference: R08006

- R06007 Use context to select a missing word (from a given list) in a sentence and/or paragraph read silently by the student.

Activities:

1. Devise a worksheet for students using comic strips from the newspaper. Select a cartoon strip or perhaps two. Decide in which frames you would like to delete a word. Use white paper and "white out" the words. Number the blanks. Below the comic strip, provide a list of possible words for each numbered blank. Have students select the best answer to complete the blank. (HINT: You don't have to use the exact word the cartoonist used. You might decide on using vocabulary words relevant to your current studies.)
2. Construct a friendly letter or a business letter for students on a worksheet but leave out some words. The friendly letter could be explaining to a friend what the class has been studying in math, science, or social studies. The business letter could possibly focus on an aspect of career or consumer education. Have students complete the blanks. (VARIATION: Use this idea in conjunction with another teacher. Have students actually send their letter to a member of another class.) (This would also serve as a functional communique from school to child's parents.)

Cross Reference: R08007

- R06008 Distinguish between facts and opinions.

Activities:

1. Read a short selection to students. The passage should be at grade level but from any book or content area. After orally reading the selection, give each student two cards, one marked with an F and one marked with an O. The teacher reads a statement. After reading the statement, students decide if the statement was a fact or an opinion. If a fact, the student holds up the F card. If opinion, the student holds up the O card. (The activity could be done with small group or as a game activity with teams.)
2. Distribute a short article from the newspaper and an ad from the newspaper. Discuss the ideas of fact and opinion while evaluating the articles. After the discussion, distribute a second short article or advertisement. Below the article, list statements (some fact and some opinion). Leave a blank below each statement. Have students change the ones which are facts to opinions and vice versa.
3. Use a movie review (book review, editorial, or gossip column). Have the student list the facts and opinions given. (Cross reference 10022, 11022, 12022)
4. Have the students collect ads which contain at least one fact and one opinion.

Cross Reference: R08008

R06009 Recall (Identify) explicitly stated character traits from a written passage (at grade level).

Activities:

1. Have the students create "Wanted Posters" based on characters' traits from stories.
2. Divide the class into teams. Have the students play "20 Questions" while trying to figure out which character is being described. The team that uses the fewer questions wins.
3. Invent possible conversations between characters or list possible statements made by characters. Have the student identify who might have said them.
4. Have one student give the character traits from a selection. Let the other students try to identify the character.
5. Have the students read a book centering around a major character (biography or fiction). As students read the book, have them list traits

and personality characteristics. After reading the book, have students select the trait they feel is the most important to the development of the character in the book and justify their selection either in writing, orally, or pictorially.

Cross Reference: R07009, R08009

- R06010 Recall (Identify) explicitly stated character motives from a written passage (at grade level).

Activities:

1. Organize a game show, "Why Did They Do It." The teacher may have contestants for the game or divide the class into teams/groups. Preparation for the game show involves the teacher listing some statements about the actions of a character. The students are then presented with the question "Why did they do it?" The answers may be chosen from a list presented by the teacher or might involve students listing their answers quickly on the board. This is a good review technique with historical personalities in social studies or with characters presented in a reading unit.

Cross Reference: R08010

- R06011 Summarize (Identify a summary of) a written passage (at grade level).

Activities:

1. Provide each student with a short passage. Have students challenge each other concerning how quickly they can summarize a paragraph. They are only allowed one challenge. (For example: Player A states he can summarize the paragraph in 12 words. Player B either opts for 11 words or less or he can tell Player A "summarize that paragraph." If Player A can summarize the paragraph in 12 words or less, his team is awarded a point. If he is unable, the other team receives a point.) Play continues in this manner. Distribute another short passage or paragraph and repeat procedure.

Cross Reference: R08011

- R06012 Predict (Identify) plausible outcomes from a written passage (at grade level).

Activities:

1. Select a cartoon strip from the newspaper. Cut off the ending of the cartoon. Add a few blank frames at the end of the cartoon. Duplicate this sheet for students. Have students write in the remaining frames what they think will happen. Share with classmates. Then compare

these to the original ending.

2. Tape or read aloud the beginning of a story. Have students write the outcome after they listen to the story. This can be done as a group or individual activity. Compare the student outcomes with the actual ending of the story.
3. Have a discussion session focusing on "What if. . . ." Describe some incident in a current events article or a futuristic story such as what would happen if Congress mandated that women could no longer be hired for jobs in the United States? After reading the statement, have students describe their view of the outcome.

Cross Reference: R08012

- R06013 Locate (Identify) verifying statements from a written passage to support a fact (at grade level).

Activities:

1. When students are given explicitly stated detail questions, have them answer the questions and identify the sentence where the answer is found.
2. Have students locate facts from paragraphs after the fact is stated.
3. Give the students sentences which are similar to their text materials, but have some of the information changed. Have the students use the text to correct the sentences and cite the page number of the corrected sentence.
4. After returning test papers to students, allow students to use their textbook to find the correct answers to questions missed. Beside the correct answer, students must write the page and paragraph where the answer was found.

Cross Reference: R08013

- R06014 Identify explicitly stated cause and effect in a written passage (at grade level).

Activities:

1. During a science experiment, have students look for the cause/effect relationship. The teacher may design an experiment to look at the relationship between two variables and the effect one has on the other. Give students the cause; allow them to do the experiment. Have students write the effect. Students should read the experiment prior to

doing it. Have students underline the **cause** or the variable which will cause something to change. After the experiment, students can write the effect.

2. Discuss a topic such as environmental regulations. This topic can be associated with the cause. Have students speculate about possible effects such as restrictions on coal burning factories, quality of air, legislative actions, etc.
3. Present students with statements, one at a time, concerning some aspect of social studies such as unfair tariff regulations, and have them list the effects. This activity can also be used by giving students the effects and having them list the cause.
4. Put cause/effect sentences on a sentence strip. Separate them and have the student match the two sections.
5. In social studies or science, have the students complete charts which deal with cause/effect relationships. Initially, provide one part of the relationship for the students.

Cross Reference: R08014

R06015 Recognize the explicitly stated sequence of events in a written passage (at grade level).

Activities:

1. Have science students construct a food chain during their study of ecology and ecosystems. Emphasize the requirement that the food chain must be in a particular order to illustrate the concept. Have students present their food chains to class. (This activity could be performed individually or in small groups.)
2. Use a simple flowchart to show how to perform a certain mathematical activity. The flowchart should depict the steps necessary to successfully work the problem. After a class discussion of the procedure, have each student construct a flowchart about a mathematical concept such as multiplying fractions.
3. On a transparency, provide the students with a story in which the incidents are out of order. Have students rewrite the story in the correct sequence. (Variation: Leave out the ending of the story on the transparency. Then have students put existing story in correct order and then proceed to write a conclusion.)
4. In math class, use word problems and equations and have the students mark the operation to be completed first.

Cross Reference: R06012, R08019

- R06016 Use context of written material (at grade level) in a passage to determine the meaning of an unfamiliar word.

Activities:

1. In all content areas when vocabulary words are identified which need to be taught before the material is read, have the students use the reading material to find and derive meaning for the word. As a follow-up, have the students compare/contrast their definitions with those given in the glossary of the book.
2. Use words with multiple meanings in sentences. Have the student select the appropriate meaning from a dictionary entry. It is possible to incorporate words which are important to more than one content area. (Example: **measure, check, bank**).
3. Prepare an overhead transparency with five sentences containing nonsense words or foreign words. Circle the unknown word in each sentence. Discuss the context of the sentence and how that clues one about the meaning of the word. Have students take turns guessing what the word means. After the initial activity, divide students into small groups. Each group is to think of three nonsense words and use them in a sentence. The sentence must give the reader an idea about what the words mean. Share with class.

Cross Reference: R08020

- R06017 Scan a written passage (at grade level) to obtain specific information.

Activities:

1. Provide students the opportunity to scan for specific information. Train them to look for key words from the question while looking for the information being sought.
2. Divide the class into teams and compete to see who can find specific information in the textbook first. This increases scanning prowess as well as the use of various parts of the book: contents, page, glossary, index, etc.
3. Provide students with a worksheet to fill out and a reference in which to find specific information. This reference could be a phone book, glossary, **T.V. Guide**, or encyclopedia volume. Using a stopwatch, record how much time it takes for each student to answer all questions. Perform similar activities on a weekly basis to help students improve their speed and accuracy.

ESSENTIAL SKILLS READING

GRADE 7

The student will:

- R07001 Recall (Identify) explicitly stated main ideas from expository passages (at grade level) read silently by the student.

Activities:

1. Refer to 6th grade skill #R06001.
2. Refer to 8th grade skill #R08001.

- R07002 Recall (Identify) explicitly stated supporting details from expository passages (at grade level) read silently by the student.

Activities:

1. Refer to 6th grade skill #R06002.
2. Refer to 8th grade skill #R08002.

- R07003 Recall (Identify) implicitly stated main ideas from expository passages (at grade level) read silently by the student.

Activities:

1. Refer to 6th grade skill #R06003.
2. Refer to 8th grade skill #R08003.

- R07004 Recall (Identify) implicitly stated supporting details from expository passages (at grade level) read silently by the student.

Activities:

1. Refer to 6th grade skill #R06004.
2. Refer to 8th grade skill #R08004.

- R07005 Recall (Identify) basic plot from stories (at grade level) read silently by the student.

Activities:

1. Have students participate in a mock court trial using an appropriate story as the basis. Write a script of the action using a questioning technique.
2. Refer to 6th grade skill #R06005.
3. Refer to 8th grade skill #R08005.

R07006 Follow directions in written material (at grade level).

Activities:

1. Refer to 6th grade skill #R06006.
2. Refer to 8th grade skill #R08006.

R07007 Use context to select a missing word (from a given list) in a sentence and/or paragraph read silently by the student.

Activities:

1. Obtain a passage from a newspaper or magazine. Omit key words from the passage and have students supply the word which coincides with the meaning.
2. Refer to 6th grade skill #R06007.
3. Refer to 8th grade skill #R08007.

R07008 Distinguish between facts and opinions.

Activities:

1. Refer to 6th grade skill #R06008.
2. Refer to 9th grade skill #R08008.
3. Give students a list of ten statements, some of which are fact and some of which are opinion. Have students change the facts to opinions and the opinions to facts.

R07009 Recall (Identify) explicitly stated character traits from a written passage (at grade level).

Activities:

1. From a given list of words (traits), have students choose those which could be applied to the character being discussed.

2. Have student predict how a particular character would react in various situations, giving reasons from knowledge of that particular character.
3. Assign short essays wherein students compare or contrast a character to a peer, teacher, parent, or other character.
4. Refer to 6th grade skill #R06009.
5. Refer to 8th grade skill #R08009.

R07010 Recall (Identify) explicitly stated character motives from a written passage (at grade level).

Activities:

1. Refer to 6th grade skill #R06010.
2. Refer to 8th grade skill #R08010.

R07011 Summarize (Identify a summary of) a written passage (at grade level).

Activities:

1. Refer to 6th grade skill #R06011.
2. Refer to 8th grade skill #R08011.

R07012 Predict (Identify) plausible outcomes from a written passage (at grade level).

Activities:

1. Read to class a short story, omitting the ending. Then ask students to list at least four ways the story might end. Then discuss various endings contributed by the students.
2. Refer to 6th grade skill #R06012.
3. Refer to 8th grade skill #R08012.

R07013 Locate (Identify) verifying statements from a written passage to support a fact (at grade level).

Activities:

1. Refer to 6th grade skill #R06013.
2. Refer to 8th grade skill #R08013.

R07014 Identify explicitly stated cause and effect in a written passage (at grade level).

Activities:

1. In health or science class, list medical conditions that may result from certain poor health practices or from certain deficiencies in diet. Have students match the cause with the effect.
2. Refer to 6th grade skill #R06014.
3. Refer to 8th grade skill #R08014.

R07015 From the given effect identify the unstated cause.

Activities:

1. Give each student a card containing an effect from some written passage. Have each student find out "why" each event occurred and cite the passage where the answer was found.
2. Refer to 8th grade skill #R08017.

R07016 From the given cause identify the unstated effect.

Activities:

1. Use pollution articles and pictures identifying each as a cause of something unknown. Lead the students to discovery of effects regarding each cause.
2. Use vignettes of famous people, plays, or movies in which causes exist in writing. Then explain possible effects.
3. Refer to 8th grade skill #R08018.

R07017 Recognize the explicitly stated sequence of events in a written passage (at grade level).

Activities:

1. Refer to 6th grade skill #R06015.
2. Refer to 8th grade skill #R08019.

R07018 Use context of written material (at grade level) in a passage to determine the meaning of an unfamiliar word.

Activities:

1. Refer to 6th grade skill #R06016.

2. Refer to 8th grade skill #R08020.

R07019 Identify meaning of simile and metaphor from a written passage (at grade level).

Activities:

1. Given a list of comparisons, identify each as a simile or a metaphor. Then give a literal explanation of what the metaphor or simile means.
2. Practice rewriting similes so that they will be metaphors.
3. Have students draw a picture or the "literal" meaning of a metaphor or simile. Draw a picture or exactly what the metaphor or simile says.
4. Give students a passage to read that is heavily laden with similes or metaphors. Have students underline each. Next have students replace each with a one-word synonym.

R07020 Scan a written passage (at grade level) to obtain specific information.

Activity:

1. Refer to 6th grade skill #R06017.

ESSENTIAL SKILLS READING

GRADE 8

The student will:

- R08001 Recall (Identify) explicitly stated main ideas from expository passages (at grade level) read silently by the student.

Activities:

1. In English class, have the students write a paragraph on the subject of their choice. The teacher will duplicate the paragraphs, but will omit the title for each paragraph. The teacher will then distribute the paragraphs to the class. Before the activity begins, the teacher will write the titles on the chalkboard or overhead projector. After each paragraph has been read silently by the students, they will discuss and select which title is the main idea of each paragraph. To increase the difficulty of the activity, add more titles from which students are to choose. (Example: 5 paragraphs—8 titles)
2. In history, duplicate articles from the newspapers, but omit the titles. Mount the titles on poster board to act as a reference for the students. After each article has been read silently by the students, have them discuss and select which title is the main idea of each paragraph. To increase the difficulty of the activity find articles with similar titles or increase the number of titles from which students have to choose.
3. Have the students choose a subject on which they could create a collage. Students are to have the subject of their collage written on the back of it. The teacher will display each collage and have the students discuss and tell the main idea of each collage. To extend the activity, the teacher may have the students group the collages which have similar main ideas.

- R08002 Recall (Identify) explicitly stated supporting details from expository passages (at grade level) read silently by the student.

Activities:

1. In history, have the student read through paragraphs in the newspaper or textbooks and circle such words and phrases as: Many, a number of, several, most, begins, later, after that, history of changes, on after another, more and more, in addition, the following, furthermore, then, finally, because, next, in particular, on account of, and the reason is.

After these have been circled, students will see that usually stated details will follow. Use a block diagram to write or list the supporting details.

2. In literature, select stories from the text or a supplemental text. After students have read the stories, ask them to orally recall anything they remember. Write down all responses on the chalkboard as they are given. If contradictory responses are given, list both on the board. Repeating this activity over several days will emphasize the importance of careful attention during reading for accurate recall of details.
3. In science, prepare short paragraphs from the text or supplemental texts and add one irrelevant detail. Have the students decide which detail does not belong in the paragraph. After crossing out the irrelevant detail, let the students reread the paragraph.
4. In any content area duplicate or write out short descriptive paragraphs containing many details on a 5" X 8" index card. On another index card list all details included in the paragraph. Have the students work in pairs. After one student has read the paragraph silently, another student will listen as his partner begins reciting as many details as he can remember from the paragraph. The 5" X 8" index card with the listed details is checked to see how many details were correctly stated.
5. In history, have the students write short paragraphs about the famous people they are studying. These paragraphs should contain many details. At this point, teachers can choose an option or use both options available. Option 1 consists of having students put irrelevant details in their paragraphs and having the other students cross out the irrelevant details. To increase the difficulty of the activity, add more irrelevant details. (See Activity 3 under R08002.) Option 2—after reading the details paragraphs about famous people, have the students work in pairs. One student, who has read the material silently, recalls the details; another student checks the accuracy and number of details remembered. (See Activity 5 under R08002.)
6. In any content area, provide the students with a topic sentence. Have the students add details that will carry out the thought of the sentence. The paragraph may be short, but it must be clear and complete. By writing a paragraph with details, the students will improve their ability to grasp details in their reading.
7. Have the students select a topic or main idea for a collage. Once the collages have been finished, have the students tell the class what their topic or main idea, and then have the class pick out the details each person has in their collage.

8. In science, as a preteaching exercise for a new unit or chapter, duplicate a partially completed outline with only the main ideas included. Students must then go through the chapter finding the missing supporting details. (Cross reference with R08013 and R08021.)
9. In history, after reading a section of the chapter which is accompanied by an illustration, have the students note any details that were mentioned in the text which appear in the picture. Also, students may note the details in the illustration which were not mentioned in the text. (Cross reference with R08004.)

R08003 Recall (Identify) implicitly stated main ideas from expository passages (at grade level) read silently by the student.

Activities:

1. In literature, read Aesop's Fables and provide a list of possible main ideas portrayed in the fables. Have the students put a check by the answer which best tells the main idea.
2. In history or current events class, duplicate editorials or letters to the editor. Omit all titles of the editorials and letters to the editor. Give the student three (3) choices as to what they think the main idea of the text could be. When supplying students with choices they are to consider for main idea, make one choice an irrelevant detail, another choice a supporting detail, and the other choice the main idea.
3. In science, duplicate an article from a science magazine or from the newspaper. Omit the title of the article and have the students guess as to what the title could be. The teacher will have the exact title to use to see how close the students get to the correct title. Remind students that a title attempts to touch upon all details of an article. (Could be cross referenced with R08022 or R08004.)
4. In history, study the quotations of famous Americans. Have the student discuss the quote and determine the main idea of it.
5. Give the students a list of well-known proverbs. Have them generate the main idea. Example: Birds of a feather flock together.

R08004 Recall (Identify) implicitly stated supporting details from expository passages (at grade level) read silently by the student.

Activities:

1. In literature, after reading a poem or story silently, interpret all figurative language. Have the students discover what the author is implying when he uses figurative language. (Correlates with 70019.)

2. In literature, have students identify the unstated details which set the mood of story and those that identify the setting.
3. In any content area, as a preteaching exercise for a new chapter, have the students preview the titles and subtitles of the chapter. The students are then to brainstorm for details which they think may support the main idea. One student will write down the ideas generated by the class on a spirit master. The teacher will duplicate those ideas, and as the students read silently, they will check off any ideas which appear on their brainstormed list. By generating a list of details, a purpose for reading is provided.

R08005 Recall (Identify) basic plot from stories (at grade level) read silently by the student.

Activities:

1. Provide students with paragraphs followed by four (4) or five (5) statements. Have students select the one statement that is the best summary of the paragraph. Finally, have students write a concise title for each paragraph.
2. In all content areas, after the students have read a story, passage, or newspaper or magazine article, have them write a cablegram to a friend summarizing what they have read. Students must be told that each word in a cablegram has a cost involved. In the beginning keep the price of each word low and keep the price of the total allowed to spend high. Example: Price per word might be a dime, and the total amount of money to be spent could be five dollars. As students get used to this concept, begin to increase the price of each word and decrease the amount allowed to spend. (Cross Reference R08001)
3. In English, have students keep a notebook to record information about the short stories which have been read in class. One section of the notebook can be used to summarize the plot of the story and to list the sequence of events.
4. In science, social studies, or current events, have the students use the **Readers' Guide** to find a magazine article about a subject dealing with science. Students must read the article, summarize it and report to the class.

Cross Reference: R08011

R08006 Follow directions in written material (at grade level).

Activities:

1. In health, after reading silently about how to give C.P.R. or mouth to mouth resuscitation, have the students demonstrate that they understand what has been read by letting them practice with a mannequin. (Cross Reference R08019)
2. In health, after reading silently about proper first aid procedures, have the students demonstrate that they understand what has been read by letting them practice their techniques on other students. (Cross Reference R08019)
3. In science, have the students read from their lab manuals an experiment to be used in class. The teacher will let the students set up the experiment to see if they can follow written directions. (Cross Reference R08019)
4. In math, give the students a flowchart exercise to complete. If the student completes the exercise satisfactorily, then the student has demonstrated the ability to follow written directions.
5. In math, have students read and follow written directions to plot "X" and "Y" coordinates on a graph.

R08007 Use context to select a missing word (from a given list) in a sentence or paragraph read silently by the student.

Activities:

1. In spelling, write sentences for the student from the present unit of study, but omit the spelling list words. Provide words at the end of the sentence from which the student can choose.
2. In any content area, to preteach the vocabulary of the present unit of study, write a sentence for the student, but omit the new vocabulary. Provide a list of words at the end of the sentence from which the student can choose.
3. In any content area, prepare a CLOZE passage from the chapter currently being studied by duplicating a section of the chapter and "whiting out" pertinent vocabulary terms. Provide a list of words from which the students choose the best word to fill in the blanks.

R08008 Distinguish between facts and opinions.

Activities:

1. Duplicate current articles from newspapers or magazines. Have the class read the article silently and then read orally, sentence by sentence. Discuss with the class if the sentence is a fact or an opinion.

Pupils will circle fact sentences and underline opinion ones. Pupils should be alerted to such opinion words as: seems, believes, thinks, assumes, and perhaps.

2. In social studies class, have students read and gather information about an interesting place and create a travel folder. Students would combine factual information from the sources with their own opinions. Pictures may be included. The travel folders would then be read by other classmates who would determine which statements are fact and which ones are opinions. Students would give reasons to support their decisions.
3. Have students read and review books they have selected from the library. After the reviews are complete, have the students mark the sentences that are fact statements and those that are strictly opinion.
4. Select a movie or television review from a newspaper or magazine and duplicate a copy for each student. Have each student mark the sentences that are factual statements and those that are opinions. Discuss in class the students' verdict on each sentence.

R08009 Recall (Identify) explicitly stated character traits from a written passage (at grade level).

Activities:

1. Select a short story, news article, or historical passage that tells about two different types of individuals. Have the students draw a chart on which they list the character traits of each individual. Expand this activity by having the students write a comparison/contrast paragraph or essay about the two.
2. In social studies, watch a movie which centers around a strong character such as famous people from history. Have open class discussions as to what was learned from the movie about the character such as: 1) physical appearance; 2) behavioral traits (what he does); 3) what others think and say about him; 4) how others react to him; and 5) what makes him important. To increase the difficulty of the activity, teachers may have students write a paragraph or composition about the character using the ideas brought out in the class discussion.
3. In any content area, have the students choose a person and write a paragraph or composition that recreates this person. Students are encouraged to use specific details so that if that person walked into the room, all would recognize him or her. The person cannot be named in the assignment. Students are asked to interject their own feelings

about this person. They should also tell what makes the person interesting to them.

- R08010 Recall (Identify) explicitly stated character motives from a written passage (at grade level).

Activities:

1. Begin the discussion of motives by introducing the fact that a motive is a key ingredient in a court case. Discuss what motivates people to do certain things and then apply the concept to a short story where character motives are apparent.
2. Have students read newspaper or magazine articles in which certain individuals commit acts that may seem unexcusable to the students. Have the students discuss and then write **why** the actors did what they did.
3. After the class finishes reading and discussing a passage, the students are asked to write a piece in which they assume the role of a lawyer in defending one of the characters in the story. Based upon the material presented in the story, the student defends the actions or motives of the character. This activity works in role playing as well. The students can set up a trial, present the defense or prosecution, become the judge or jury.
4. In history or current events class, duplicate articles from the newspaper dealing with decisions made by city councils, school boards, state government, and the federal government. After reading the article, have the students discuss and/or write about the reasons or motives involved in the decisions.

- R08011 Summarize (Identify a summary of) a written passage (at grade level).

Activities:

1. Provide students with paragraphs followed by four (4) or five (5) statements. Have students select the one statement that is the best summary of the paragraph. Finally, have students write a concise title for each paragraph.
2. In all content areas, after the students have read a story, passage, or newspaper/magazine article, have them write a cablegram to a friend summarizing what they have read. Students must be told that each word in a cablegram has a cost involved. In the beginning keep the price of each word low and keep the price of the total allowed to spend high. Example: Price per word might be a dime, and the total amount of money to be spent could be five dollars. As students get use to this

concept begin to increase the price of each word and decrease the amount allowed to spend. (Cross Reference R08001)

3. In English, have students keep a notebook to record information about the short stories which have been read in class. One section of the notebook can be used to summarize the plot of the story as well as to list the sequence of events.
4. In science, social studies, or current events, have the students use the **Readers' Guide** to find a magazine article about a subject dealing with science. Students must read the article, summarize it, and report to the class.

R08012 Predict (Identify) plausible outcomes from a written passage (at grade level).

Activities:

1. In literature, have the students read half of a story silently. Discuss the story and its possible outcomes. When the discussion is over, the story can be read silently or orally to discover how close the students came to predicting the outcome.
2. In science, have the students pick their projects for the science fair. Once the student has stated his problem, he must develop a hypothesis concerning the outcome. As the projects are displayed for the science fair, have the other students check to see if the hypothesis was correct and the desired outcome achieved.
3. In any content area, as a preteaching strategy for a new chapter, preview or survey the new chapter and have the student predict what the main idea for each new section would be.
4. In science, duplicate articles from magazines or newspapers concerning new scientific findings or discoveries. After the students have read the article silently, have the students write a paragraph predicting how the new findings or discoveries will help or hinder us in the future.

R08013 Locate (Identify) verifying statements from a written passage to support a fact (at grade level).

Activities:

1. In all content areas, have students verify the answers they give you on any worksheet by noting on the worksheet the page and paragraph where the answer was found.
2. Supply students with a multi-paragraph passage to read. Also give the

students a list of questions to answer. For each question have the students write the paragraph and line where they found the answer.

3. After returning a graded test to the students, have them refer to their textbook to locate the answers they did not get correct. Students should supply the page and paragraph where they found the answer.

R08014 Identify explicitly stated cause and effect in a written passage (at grade level).

Activities:

1. Refer to 8th grade skill #R08017

R08015 Identify through inference a character's motives from a written passage (at grade level).

Activities:

1. Refer to 8th grade skill #R08010

R08016 Identify through inference a character's traits from a written passage.

Activities:

1. After reading a passage, have the students describe action, conversation, and details of appearance of a character which help to explain how that character feels about someone else in the story.
2. After reading a passage, have the students describe which character in a story they would want for a friend and have them explain why.

R08017 From the given effect identify the unstated cause.

Activities:

1. In any content area, when cause and effect are taught, teachers must explain that cause shows "why something happened." Effect is the "result" or "what had happened." Key words for students to look for in finding the cause and effect are: 1) because of; 2) this happened; 3) in order to; 4) since; 5) so that; 6) when; 7) therefore; 8) consequently; and 9) as a result.
2. In history or science, cut out and duplicate articles from newspaper and magazines concerning the content area being studied. Have students make two columns on their paper. One column will be labeled "why something happened" and the other column will be labeled the "results." After the articles have been read silently, the

students will provide the appropriate information in the correct column.

3. In English, the teacher will select a picture with high emotional content which will be displayed in the room so that all students can see it. List the following questions and have the students infer what the possible answers may be: 1) What do you think happened in the picture? 2) What could have been the cause of the problem? 3) What possible solutions could you provide to help solve the problem? Then have the students write a paragraph or story about the picture incorporating the cause and effect details.
4. When constructing questions concerning cause and effect, here are some examples which may be used: 1) What happened when . . .? 2) What made the . . .? 3) What caused the . . .? 4) In what way . . .? 5) Why did . . .?

R08018 From the given cause identify the unstated effect.

Activity:

1. Refer to 8th grade skill #R08017.

R08019 Recognize the explicitly stated sequence of events in a written passage (at grade level).

Activities:

1. In any content area, duplicate articles for the students from newspapers, magazines, or textbooks, and have students circle all sequence or time clues in the selections. Words to look for are: 1) meanwhile; 2) at the same time; 3) later; 4) earlier; 5) before; 6) after; 7) then; 8) next; 9) finally; and 10) previously.
2. In history, after having read about the voyages of famous explorers, have the students draw a map showing the exact route followed and the exact sequence of stops made along the way.
3. In English, use a brief article from the newspaper which has between three (3) and five (5) paragraphs. Duplicate the article, and then cut the article into separate paragraphs. Distribute the article to students who may be working alone or in groups, and have them put the article back into sequence.
4. In science, provide the students with a list of sentences from a lab manual which describes a procedure. These sentences should be in random order. Have the students arrange these sentences in chronological order.

5. In history, after studying and reading about how a bill becomes law, have students draw an illustration on poster board of the sequence and processes involved.
6. In health, after reading about first aid procedures, have the students demonstrate on other students that they understand the sequence of events in administering first aid. Teachers can set up specific activities that they feel will benefit the class.

R08020 Use context of written material (at grade level) in a passage to determine the meaning of an unfamiliar word.

Activities:

1. In history, provide the students with a number of different strategies for determining the meaning of an unfamiliar word. The different strategies for using context clues are: 1) Experience clues—the reader will call upon his past experience to determine the meaning of the word. 2) Association clues—he felt as **frigid** as an iceberg. Association clues help the reader to try to associate the unknown word with one already known. 3) Synonym clues—very similar to association clues. The reader locates a word or words in the selection to help determine the meaning of an unfamiliar word. When Lee surrendered to Appomatox, the rest of the Confederate Army also gave up.

After these clues have been given to the students, finding the meaning of unfamiliar words should not be difficult.

2. In any content area, use a CLOZE procedure to teach context clues and vocabulary. Duplicate a section of the textbook and "white out" selected vocabulary words. Have the students use context clues to supply the missing word or a synonym of the missing word.

R08021 Scan a written passage (at grade level) to obtain specific information.

Activity:

1. Refer to 6th grade skill #R06017.

ESSENTIAL SKILLS READING

GRADE 9

The student will:

- R09001 Recall (Identify) explicitly stated main ideas from expository passages (at grade level) read silently by the student.

Activities:

1. Assign a reading passage in science or social studies. Give each student an index card. Students are to write the key words and phrases of the passage on the card. Have students exchange their card with a partner. Using the key words and phrases, students are to write the main idea(s) on the back of the card.
2. Give each student a copy of a current events article. Have students locate and underline the main idea in each paragraph. Compare student responses and discuss as a class. (Article could relate to any content area.)
3. Have each student write a composition. After completing the story, students are to underline the main idea in each paragraph.
4. Have students read a short passage and then illustrate the action in comic strip form.
5. In any content area, provide only an outline of the details of a selection from the textbook. Have the student complete the outline by adding the main ideas.
6. In any content area, have the students write a paragraph on the subject of their choice. The teacher will duplicate the paragraphs, but will omit the title for each paragraph. The teacher will then distribute the paragraphs to the class. Before the activity begins the teacher will write the titles on the chalkboard or overhead projector. After each paragraph has been read silently by the students, they will discuss and select which title is the main idea of each paragraph. To increase the difficulty of the activity, add more titles from which students are to choose or have them generate their own titles.
7. In social studies, duplicate articles from the newspapers, but omit the titles. Mount the titles on poster board to act as a reference for the students. After each article has been read silently by the students, have them discuss and select which title is the main idea of each paragraph.

To increase the difficulty of the activity, find articles with similar titles or increase the number of titles from which students have to choose.

8. Have the students choose a subject on which they could create a collage. Students are to have the subject of their collage written on the back of it. The teacher will display each collage and have the students discuss and tell the main idea of each collage. To extend the activity, the teacher may have the students group the collages which have similar main ideas.

R09002 Recall (Identify) explicitly stated supporting details from expository passages (at grade level) read silently by the student.

Activities:

1. Prior to class, list individual details from three passages on cards or sentence strips. Write three subheadings on the chalkboard to represent the main ideas in a story (article or content area passage) that all students have read. Give each student a card or sentence strip. Have students, one at a time, read their card and place under appropriate heading. If detail doesn't fit any category, have students place under "Misfit" category. (Variation: Divide class into teams. Follow same procedure and award points for correct answers.)
2. Have the students read a descriptive passage. Without referring back to the passage, have the students draw a picture to illustrate the passage.
3. Have the students identify information from a passage giving directions to a location by using only the specific words which will help them arrive at their destination.
4. Use newspaper articles. Have the students find the answers for the detail questions of **who, what, when, where, why, and how**.
5. In math, using word problems, have the students mark the specific words needed to solve the problem.
6. Use recipes for the same items which contain slightly different ingredients. Have the students match the list of ingredients with the directions.
7. In social studies, read about famous leaders of various countries and their life and progress to their leadership position. After reading, ask students to list in order, the leaders' accomplishments.

Cross Reference: R08002

R09003 Recall (Identify) implicitly stated main ideas from expository passages (at grade level) read silently by the student.

Activities:

1. Read **Aesop's Fables**, and have the students choose a statement that best represents the main idea of the fable.
2. In history or current events class, duplicate editorials or letters to the editor. Omit all titles of the editorials and letters to the editor. Give the student three (3) choices as to what they think the main idea of the text could be. Note: When supplying students with choices they are to consider for main idea, make one (1) choice an irrelevant detail, another choice should be a supporting detail and the other choice should be the main idea.
3. In science, duplicate an article from a science magazine or from the newspaper. Omit the title of the article and have the students guess as to what the title could be. The teacher will have the exact title to use to see how close the students get to the correct title. Remind students that a title attempts to touch upon all details of an article.
4. In history, study the quotations of famous Americans. Have the student discuss the quote and determine the main idea of it.
5. Give the students a list of proverbs. Have them generate the main idea. Examples: Birds of a feather flock together. Better safe than sorry. You've made your bed, now lie in it.
6. Show students a series of pictures from news magazines (such as **Time**, **Newsweek**, or **US News and World Report**). Have students write a title for each picture which summarizes the main idea.
7. After completing a social studies or science unit, have students make a card file or booklet to summarize the important (main) ideas learned in the unit. Students may share their projects in small groups or with the entire class.
8. Make a collage showing the main ideas of a story, social studies unit, or science unit. Display in room. Discuss the collage with the class. (Use with small groups or the class.)

R09004 Recall (Identify) implicitly stated supporting details from expository passages (at grade level) read silently by the student.

Activities:

1. In literature, after reading a poem or story silently, interpret all figurative language. Have the students discover what the author is comparing when he uses figurative language. (Correlate with 70019.)
2. In literature, have students identify the unstated details which set the

mood of story and those that identify the setting.

3. In any content area, as a preteaching exercise for a new chapter, have the students preview the titles and subtitles of the chapter. The students are then to brainstorm for details which they think may support the main idea. One student will write down the ideas generated by the class on a spirit master. The teacher will duplicate those ideas; and as the students read silently, they will check off any ideas which appear on their brainstormed list. By generating a list of details, this helps provide a purpose for reading.

R09005 Recall (Identify) basic plot from stories (at grade level) read silently by the student.

Activities:

1. Have students assume the role of script writers for soap operas (evening or daytime). Have students work in small groups. Provide each group with a title such as "Lies and Revenge." Have students develop a series of plots for the program.
2. Select a group of students to make up questions from various selections studied. Have the remaining students attempt to identify the selection.
3. After students read a story, have them individually or in groups create a "comic book" version of the story.
4. After students read a story or historical account of an event, have them create a script depicting the passage in the form of a play.

R09006 Follow directions in written material (at grade level).

Activities:

1. Give each student a piece of construction paper. On a separate instruction sheet have a list of written directions. These directions should pertain to developing the picture in a certain way. Have students follow these directions to complete the picture. Teachers might opt to do a collage using colors as part of the directions. (Variation: Distribute two sets of directions randomly to class without students being aware their directions differ.)
2. Make a large size grid on the chalkboard or on a piece of poster board. Make direction cards for the game, one direction per card. Examples would be: move one space to the west, go southeast two spaces, etc. Divide the class into teams and provide each team with a colored dot which has tape on the back. Prior to class and during the explanation

of the game the teacher has a destination marked on the grid (might be an imaginary city). Divide class into teams. The object of the game is to be the first team to the city. Each student takes a turn, draws a card, and follows the directions. If the student is incorrect, as judged by the teacher, the student has to move his/her team's marker one space backward from the destination. If correct, the student leaves the team's marker on the space designated by the direction card.

3. Have the students name a food that they know how to prepare. Have them write the ingredients and the directions for its preparation. Have the students exchange recipes to see if their directions are clear and easy to follow.
4. Have the students follow a set of directions to complete a project. (Example: Follow the directions on a box of fabric crayons to make a T-shirt.)
5. Give a set of written directions to lead students to an item that is "hidden" somewhere in the building.
6. In health, after reading silently about how to give C.P.R. or mouth to mouth resuscitation, have the students demonstrate that they understand what has been read by letting them practice with a mannequin.
7. In health, after reading silently about proper first aid procedures, have the students demonstrate that they understand what has been read by letting them practice their techniques on other students.
8. In science, have the students read from their lab manuals an experiment to be used in class. The teacher will let the students set up the experiment to see if they can follow written directions.
9. In math, give the students a flowchart exercise to complete. If the student completes the exercise satisfactorily, then the student has demonstrated the ability to follow written directions.

R09007 Use context to select a missing word (from a given list) in a sentence or paragraph read silently by the student.

Activities:

1. Devise a worksheet for students using comic strips from the newspaper. Select a cartoon strip or perhaps two. Decide in which frames you would like to delete a word. Use white paper and "white out" the words. Number the blanks. Below the comic strip, provide a list of possible words for each numbered blank. Have students select the best answer to complete the blank. (HINT: You don't have to use

the exact word the cartoonist used. You might decide on using vocabulary words relevant to your current studies.)

2. Construct a friendly letter or a business letter for students on a worksheet but leave out some words. The friendly letter could be explaining to a friend what the class has been studying in math, science, or social studies. The business letter could possibly focus on an aspect of career or consumer education. Have students complete the blanks. (VARIATION: Use this idea in conjunction with another teacher. Have students actually send their letter to a member of another class. This would also serve as a functional communicate from school to students' parents.)
3. Have the students collect ads which contain at least one fact and one opinion.
4. In all content areas, construct a CLOZE passage directly from the textbook. Copy a page of the text and "white out" selected vocabulary words. This activity teaches the use of context clues as well as reinforcing vocabulary.
5. In any content area, to preteach the vocabulary of the present unit of study, write a sentence for the student, but omit the new vocabulary. Provide a list of words at the end of the sentence form which the student can choose.

R09008 Distinguish between facts and opinions.

Activities:

1. Read a short selection to students. The passage should be at grade level but from any book or content area. After orally reading the selection, give each student two cards, one marked with an **F** and one marked with an **O**. The teacher reads a statement. After reading the statement, students decide if the statement was a fact or an opinion. If a fact, the student holds up the **F** card. If opinion, the student holds up the **O** card. (The activity could be done with small group or as a game activity with teams.)
2. Distribute a short article from the newspaper and an ad from the newspaper. Discuss the ideas of fact and opinion while evaluating the articles. After the discuss, distribute a second short article or advertisement. Below the article, list statements (some fact and some opinion). Leave a blank below each statement. Have students change the ones which are facts to opinions and vice versa.
3. Use letters to editor, movie or television reviews, restaurant reviews, or advertisements to emphasize facts and opinions. Have students mark

fact statements and opinion statements. Discuss in class.

4. Duplicate current articles from newspapers or magazines. Have the class read the article silently and then read orally, sentence by sentence. Discuss with the class if the sentence is a fact or an opinion. Pupils will circle fact sentences and underline opinion ones. Pupils should be alerted to such opinion words as: seems, believes, thinks, assumes, and perhaps.
5. In social studies class, have students read and gather information about an interesting place and create a travel folder. Students would combine factual information from the sources with their own opinions. Pictures may be included. The travel folders would then be read by other classmates who would determine which statements are fact and which ones are opinions. Students would give reasons to support their decisions.

R09009 Recognize propaganda and persuasion within written grade level material.

Activities:

1. Use letters to the editor, movie or television reviews, and advertisements to introduce the use of persuasion and propaganda to students.
2. Present students with simple advertisements and ask them to identify the appeals made. Also have them look for the techniques used such as testimonials, use of a credible source, etc.
3. Have students create an imaginary product and devise a media campaign for it.
4. Have students divide into small groups and select one among them as a candidate. Direct the others to compose a campaign using persuasive techniques and propaganda.
5. Discuss and/or write about the use of persuasion and propaganda from a historical standpoint in social studies. Show how these techniques have affected the course of human history.
6. Have students try their hand at persuasion and propaganda by writing persuasive paragraphs or essays. Write persuasive letters to the editor and send them to the local newspaper for publication.

R09010 Recall (Identify) explicitly stated character traits from a written passage (at grade level).

Activities:

1. Have the students create "Wanted Posters" based on characters' traits from stories.
2. Divide the class into teams. Have the students play "20 Questions" while trying to figure out which character is being described. The team that uses the fewer questions wins.
3. After reading or story or passage, invent possible conversations between characters.
4. Have one student give the character traits from a selection. Let the other students try to identify the character.
5. Have the students read a book centering around a major character (biography or fiction). As students read the book, have them list traits and personality characteristics. After reading the book, have students select the trait they feel is the most important to the development of the character in the book and justify their selection either in writing, orally, or pictorially.
6. From a given list of words (traits), choose those which could be applied to the character being discussed.
7. Student predicts how a particular character would react in various situations, giving reasons from knowledge of that particular character.

R09011 Recall (Identify) explicitly stated character motives from a written passage (at grade level).

Activities:

1. Have students read a passage. Direct each to make a chart. On the chart there should be two columns: one for each action of the main character and one for the apparent motivation.
2. Have each student read a passage. Tell the students to assume the role of a psychiatrist. The student should then write a brief essay on the personality of the main character as evidenced through his or her actions.
3. Organize a game show, "Why Did They Do It?" The teacher may have contestants for the game or divide the class into teams/groups. Preparation for the game show involves the teacher listing some statements about the actions of a character. The students are then presented with the question "Why did they do it?" The answers may be a choice from a list presented by the teacher or might involve students listing their answers quickly on the board. (Good review technique with

historical personalities in social studies or with characters presented in a reading unit.)

R09012 Summarize (Identify a summary of) a written passage (at grade level).

Activities:

1. Explain to students the term "precis". Have each student select a news article and write a precis of it.
2. Prepare short passages in any content area followed by three (3) or four (4) short summaries. Have students select the item that best summarizes the passage.
3. Provide each student with a short passage. Have students challenge each other concerning how quickly they can summarize the paragraph. They are only allowed one challenge. For example: Player A states he can summarize the paragraph in 12 words. Player B either opts for 11 words or less, or he can tell Player A "summarize that paragraph." If Player A can summarize the paragraph in 12 words or less, his team is awarded a point. If he is unable, the other team receives a point. Play continues in this manner. Distribute another short passage or paragraph and repeat procedure.
4. In English, have students keep a notebook record of the short stories which have been read in class. One section of the notebook can be used to summarize the plot of the story and also to list the sequence of events.
5. In science, have the students use the **Readers' Guide** to find a magazine article about a subject dealing with science. Students must read the article, summarize it, and report to the class.
6. In all content areas, after the students have read a story or passage, have them write a cablegram to a friend summarizing what they have read. Students must be told that each word in a cablegram has a cost involved. In the beginning, keep the price of each word low and keep the price of the total allowed to spend high. Example: Price per word might be a dime, and the total amount of money to be spent could be five dollars. As students get used to this concept, begin to increase the price of each word and decrease the amount allowed to spend.

R09013 Predict (Identify) plausible outcomes from a written passage (at grade level).

Activities:

1. Select a cartoon strip from the newspaper. Cut off the ending of the cartoon. Add a few blank frames at the end of the cartoon. Duplicate

this sheet for students. Have students write in the remaining frames what they think will happen. Share with classmates. Then compare to the original ending.

2. Tape the beginning of a story or read it aloud to the class. Have students write the outcome after they listen. This can be done as a group or individual activity. Discuss the various endings.
3. Have a discussion session focusing on "What if . . ." Describe some incident in a current events article or a futuristic story such as what would happen if Congress mandated that women could no longer be hired for jobs in the United States? After reading the statement, have students describe their view of the outcome.
4. In science, read the directions for an experience. Have the students predict the results.
5. In science, duplicate articles from magazines or newspapers concerning new scientific findings or discoveries. After the students have read the article silently, have the students write a paragraph predicting how the new findings or discoveries will help or hinder us in the future.
6. Refer to 9-12 skill #19 for additional activities.

R09014 Locate (Identify) verifying facts from a written passage to support a statement.

Activities:

1. In all content areas, have students verify the answer they give you on any worksheet by noting on the worksheet the page and paragraph where the answer was found.
2. Supply students with a multi-paragraph passage to read. Also give the students a list of questions to answer. For each question have the students write the paragraph and line where they found the answer.
3. After returning a graded test to the students, have them refer to their textbook to locate the answers they did not get correct. Students should supply the page and paragraph where they found the answer.

R09015 Identify explicitly stated cause and effect in a written passage (at grade level).

Activities:

1. During a science experiment, have students look for the cause/effect

relationship. The teacher may design an experiment to look at the relationship between two variables and the effect one has on the other. Give students the cause; allow them to do the experiment. Have students write the effect. Students should read the experiment prior to doing it. Have students underline the **cause** or the variable which will cause something to change. After the experiment, students can write the effect.

2. Discuss a topic such as environmental regulations. This topic can be associated with the cause. Have students speculate about possible effects such as restrictions on coal burning factories, quality of air, legislative actions, etc.
3. Present students with statements, one at a time, concerning some aspect of social studies such as unfair tariff regulations and have them list the effects. This activity can also be used by giving students the effects and have them list the cause.
4. In driver's education, read a newspaper account of an accident. List reasons for the accident.
5. In home economics, read information concerning specialized diets. List vitamins and the deficiencies they counteract.
6. In media classes, read an account of a sports event. List reasons the team won or lost.
7. In any content area, have the students complete charts which deal with cause/effect relationships. Initially, provide one part of the relationship for the students.
8. In health, list medical conditions that many result from certain poor health practices or nutritional deficiencies. Have students match these with the probable causes.
9. In any content area, when cause and effect are taught, teachers must explain that cause shows "why something happened." Effect is the "result" or "what had happened." Key words for students to look for in finding the cause and effect are: 1) because of; 2) this happened; 3) in order to; 4) since; 5) so that; 6) when; 7) therefore; 8) consequently; and 9) as a result.
10. In history or science, cut out and duplicate articles from newspapers and magazines concerning the content area being studied. Have students make two columns on their paper. One column will be labeled "why something happened" and the other column will be labeled the "results." After the articles have been read silently, the students will provide the appropriate information in the correct

column.

11. The teacher will select a picture with high emotional content which will be displayed in the room so that all students can see it. List the following questions and have the students infer what the possible answers may be: 1) What do you think happened in the picture? 2) What could have been the cause of the problem? 3) What possible solutions could you provide to help solve the problem? Then have the students write a paragraph or story about the picture incorporating the cause and effect details.
12. When constructing questions concerning cause and effect, here are some examples which may be used: 1) What happened when . . . ? 2) What made the . . . ? 3) What caused the . . . ? 4) In what way . . . ? 5) Why did . . . ?

R09016 Identify through inference a character's motives from a written passage (at grade level).

Activities:

1. Read a newspaper article or historical accounting of an event. Summarize the action. State the motives of the persons involved.
2. In literature, use role playing to arrive at motives of fictional characters.
3. In social studies, study certain sensational crimes. Try to determine why the criminal acted as he or she did.
4. In English, after the class has completed reading and discussing a story, the students are asked to write a piece in which they assume the role of a lawyer in defending one of the characters in the story. Based upon the material presented in the story, the student defends the actions or motives of the character. This activity works in role playing as well. The students can set up a trial, present the defense or prosecution, become the judge, or the jury.
5. In history or current events class, duplicate articles from the newspaper dealing with decisions made by city councils, school boards, state government and the federal government. After reading the article, have the students discuss the reasons or motives leading to the decisions made by the organizations.

R09017 Identify through inference a character's traits from a written passage.

Activities:

1. In literature, have students interchange characters from short stories.

Show how their distinctive characteristics would change the story.

2. Read a human interest/experience story from the newspaper. Using the person's actions, decide what kind of person he/she is.
3. In social studies, give students a list of quotations by a famous person. Have them determine the traits of the individual.
4. In social studies, after reading of the deeds of a historical figure, make a list of likely character traits.
5. In science, after reading about the accomplishments of a particular scientist, try to describe the traits of the individual.
6. In media classes, read coverage of a sports event in the newspaper. From the quotes of the coach/players, determine their character traits.
7. In literature, prepare a character description grid. Given certain traits, determine what that character might do in a given situation.
8. After reading a passage, have the class brainstorm for inferences that might be made about a character. After sharing these ideas, students are asked to use one of the inferences or to write one of their own. Then students go through the story and list specific details that support the inference. The students complete the assignment by writing a piece about the character using the inference as the topic sentence or thesis and the details as support. (Cross Reference R08002)
9. In social studies, watch a movie which centers around strong characters such as famous people from history. Have open class discussions as to what was learned from the movie about the character such as: 1) physical appearance; 2) behavioral traits (what he does); 3) what others think and say about him; 4) how others react to him; and 5) what makes him important. To increase the difficulty of the activity, teachers may have students write a paragraph or composition about the character using the ideas brought out in the class discussion.
10. In any content area have the students choose a person and write a paragraph or composition that recreates this person. Students are encouraged to use specific details so that if that person walked into the room, all would recognize him or her. The person cannot be named in the assignment. Students are asked to interject their own feelings about this person. They should also tell what makes the person interesting to them.

R09018 From the given effect identify the unstated cause.

Activities:

1. Ask students to use their ten favorite performers (foods, activities, T.V. shows, etc.). Next have them identify why each is a favorite.
2. In science, students are given the result of an experiment. Have them determine possible causes.
3. In driver's education, have students view pictures or read descriptions of injuries and damages from car accidents. Have students determine causes.
4. In home economics, have students read a recipe from which an ingredient has been left out. Tell them the end result and have them determine what was omitted.
5. In literature, give the beginning and ending of a story. Have students determine what happened in the middle.
6. In social studies, give students the end result of a political campaign. Have them determine factors that caused it.

R09019 From the given cause identify the unstated effect.

Activities:

1. Have students make a list of 10 familiar causes. Randomly place 10 effects in a second column. Exchange and match the columns.
2. In literature, prepare "Fortune Cookies" for characters in reading assignments, stating actions. Have other students guess who and what will result.
3. In social studies, predict outcomes of political races based on information in newspaper polls.
4. In home economics, give directions or ingredients. Have students predict what will result.
5. In computer programming, have students read a program and predict how it will run.
6. Read **T.V. Guide** blurbs and have students predict the outcomes of the shows.

R09020 Identify author's purpose in a written passage (at grade level).

Activities:

1. Have students collect advertisements from newspaper and magazines.

Discuss these in class and try to determine the purpose(s) of the ads.

2. Read a human interest feature story from the newspaper. Try to determine the author's purpose.
3. Write titles for paragraphs, summarizing the purpose of the paragraph; or write headlines or subheads for newspaper articles, summarizing the purpose.
4. In social studies, read historical documents or speeches. Identify purpose.
5. Collect articles by a particular newspaper columnist. Determine the author's purpose.

R09021 Identify the point of view that the author uses in writing a passage (at grade level).

Activities:

1. Have students rewrite a story, changing the point of view. Present the new stories in class to illustrate how point of view changes a story.
2. In social studies, have students identify the point of view in reporting controversial events. Compare differing views by using newspaper stories, editorials, letters to the editor, etc.
3. In social studies, read a foreign news article. Rewrite it from the point of view of someone from another country. Then take an article from an American paper and rewrite it from the point of view of a foreigner.
4. In social studies, analyze an editorial cartoon for point of view. Create original editorial cartoons.
5. Have the students write letters to the editor of a local newspaper. This is an excellent way to have students express their personal point of view.

R09022 Scan a written passage (at grade level) to obtain specific information.

Activities:

1. In any content area give a vocabulary word and the page number in a book where the word appears. See who can find the word fastest. Have students read it and try to define it in context.
2. Provide students with the opportunity to scan for specific information to answer a question. Train them to look for key words from the question while looking for the information being sought.

3. In home economics, scan recipes to find which recipe requires a certain ingredient.
4. In any content area, divide the class into teams and have them compete to see who can scan for information the quickest in the textbook. The teacher or an appointed student announces the question to be answered or detail to be found. The students/contestants scan to find the information.

R09023 Recognize the explicitly stated sequence of events in a written passage (at grade level).

Activities:

1. In any content area, duplicate passages or articles for the students from newspapers, magazines, or textbooks, and have them circle all sequence or time clues in the selections. Words to look for are: 1) meanwhile; 2) at the same time; 3) later; 4) earlier; 5) before; 6) after; 7) then; 8) next; 9) finally; and 10) previously.
2. In history, after having read about the voyages of famous explorers, have the students draw a map showing the exact route followed and the exact sequence of stops made along the way.
3. In any content area, use a brief article from the newspaper which has between three (3) and five (5) paragraphs. Duplicate the article, and then cut the article into separate paragraphs. Distribute the article to students who may be working alone or in groups, and have them put the article back into sequence.
4. In science, provide the students with a list of sentences from a lab manual which describes a procedure. These sentences should be in random order. Have the students arrange these sentences in chronological order.
5. In social studies, after studying and reading about how a bill becomes law, have students draw an illustration on poster board of the sequence and processes involved.
6. In health, after reading about first aid procedures, have the students demonstrate that they understand the sequence of events in administering first aid. Teachers can set up specific activities that they feel will benefit the class.
7. Have science students construct a food chain during their study of ecology and ecosystems. Emphasize the requirement that the food chain must be in a particular order to illustrate the concept. Have students present their food chains to class. This activity could be performed individually or in small groups. An alternate activity could

involve the steps in an experiment in the same activity.

- R09024 Use context of written material in a passage (at grade level) to determine the meaning of an unfamiliar word.

Activities:

1. In all content areas, provide the students with a number of different strategies for determining the meaning of an unfamiliar word. The different strategies for using context clues are: 1) Experience clues—the reader will call upon his past experience to determine the meaning of the word. 2) Association clues—he felt as **frigid** as an iceberg. Association clues help the reader to try to associate the unknown word with one already known. 3) Synonym clues—very similar to association clues. The reader locates a word or words in the selection to help determine the meaning of an unfamiliar word. When Lee surrendered to Appomatox, the rest of the Confederate Army also gave up.

After these clues have been given to the students, finding the meaning of unfamiliar words should not be difficult.

2. Prepare an overhead transparency with five sentences containing nonsense words or foreign words. Circle the unfamiliar word in each sentence. Discuss the context of the sentence and how that clues one about the meaning of the word. Have students take turns guessing what the word means. After the initial activity, divide students into small groups. Each group is to think of three nonsense words and use them in a sentence. The sentence must give the reader an idea about what the words mean. Share with class.
3. In any content area, copy two different paragraphs that contain unfamiliar words. Underline these. Have student prepare an answer key. Exchange paragraphs and have students fill in the meaning of the underlined words using context clues.
4. Have each student select a previously written paper and then replace familiar words with appropriate synonyms using a thesaurus. Read aloud. Have the class guess the meaning of new words.
5. In all content areas, when vocabulary words are identified which need to be taught before the material is read, have the students use the reading material to find and derive meaning for the word. As follow-up, have the students compare/contrast their definitions with those given in the glossary of the book.

ESSENTIAL SKILLS READING

GRADE 10

The student will:

- R10001 Recall (Identify) explicitly stated main ideas from expository passages (at grade level) read silently by the student.

Activities:

1. Assign a reading passage in science or social studies. Give each student an index card. Students are to write the key words and phrases of the passage on the card. Have students exchange their card with a partner. Using the key words and phrases, students are to write the main idea(s) on the back of the card.
2. Give each student a copy of a current events article. Have students locate and underline the main idea in each paragraph. Compare student responses and discuss as a class. (Article could relate to any content area.)
3. Have each student write a composition. After completing the story, students are to underline the main idea in each paragraph.
4. Have students read a short passage and then illustrate the action in comic strip form.
5. In any content area, provide only an outline of the details of a selection from the textbook. Have the student complete the outline by adding the main ideas.
6. In any content area, have the students write a paragraph on the subject of their choice. The teacher will duplicate the paragraphs, but will omit the title for each paragraph. The teacher will then distribute the paragraphs to the class. Before the activity begins the teacher will write the titles on the chalkboard or overhead projector. After each paragraph has been read silently by the students, they will discuss and select which title is the main idea of each paragraph. To increase the difficulty of the activity, add more titles from which student are to choose or have them generate their own titles.
7. In social studies, duplicate articles from the newspapers, but omit the titles. Mount the titles on poster board to act as a reference for the students. After each article has been read silently by the students, have them discuss and select which title is the main idea of each paragraph. To increase the difficulty of the activity, find articles with similar titles or

increase the number of titles from which students have to choose.

8. Have the students choose a subject on which they could create a collage. Students are to have the subject of their collage written on the back of it. The teacher will display each collage and have the students discuss and tell the main idea of each collage. To extend the activity, the teacher may have the students group the collages which have similar main ideas.

R10002 Recall (Identify) explicitly stated supporting details from expository passages (at grade level) read silently by the student.

Activities:

1. Prior to class, list individual details from three passages on cards or sentence strips. Write three subheadings on the chalkboard to represent the main ideas in a story (article or content area passage that all students have read. Given each student a card or sentence strip. Have students, one at a time, read their card and place under appropriate heading. If detail doesn't fit any category, have students place under "Misfit" category. (Variation: Divide class into teams. Follow same procedure and award points for correct answers.)
2. Have the students read a descriptive passage. Without referring back to the passage, have the students draw a picture to illustrate the passage.
3. Have the students identify information from a passage giving directions to a location by using only the specific words which will help them arrive at their destination.
4. Use newspaper articles. Have the students find the answers for the detail questions of **who, what, when, where, why, and how**.
5. In math, using word problems, have the students mark the specific words needed to solve the problem.
6. Use recipes for the same items which contain slightly different ingredients. Have the students match the list of ingredients with the directions.
7. In social studies, read about famous leaders of various countries and their life and progress to their leadership position. After reading, ask students to list in order, the leaders' accomplishments.

Cross Reference: R08002

R10003 Recall (Identify) implicitly stated main ideas from expository passages (at grade level) read silently by the student.

Activities:

1. Read **Aesop's Fables**, and have the students choose a statement that best represents the main idea of the fable.
2. In history or current events class, duplicate editorials or letters to the editor. Omit all titles of the editorials and letters to the editor. Give the student three (3) choices as to what they think the main idea of the text could be. Note: When supplying students with choices they are to consider for main idea, make one (1) choice an irrelevant detail, another choice should be a supporting detail and the other choice should be the main idea.
3. In science, duplicate an article from a science magazine or from the newspaper. Omit the title of the article and have the students guess as to what the title could be. The teacher will have the exact title to use to see how close the students get to the correct title. Remind students that a title attempts to touch upon all details of an article.
4. In history, study the quotations of famous Americans. Have the student discuss the quote and determine the main idea of it.
5. Give the students a list of proverbs. Have them generate the main idea. Examples: Birds of a feather flock together. Better safe than sorry. You've made your bed, now lie in it.
6. Show students a series of pictures from news magazines (such as **Time**, **Newsweek**, or **US News and World Report**). Have students write a title for each picture which summarizes the main idea.
7. After completing a social studies or science unit, have students make a card file or booklet to summarize the important (main) ideas learned in the unit. Students may share their projects in small groups or with the entire class.
8. Make a collage showing the main ideas of a story, social studies unit, or science unit. Display in room. Discuss the collage with the class. (Use with small groups or the class.)

R10004 Recall (Identify) implicitly stated supporting details from expository passages (at grade level) read silently by the student.

Activities:

1. In literature, after reading a poem or story silently, interpret all figurative language. Have the students discover what the author is comparing when he uses figurative language. (Correlate with 70019.)

2. In literature, have students identify the unstated details which set the mood of story and those that identify the setting.
3. In any content area, as a preteaching exercise for a new chapter, have the students preview the titles and subtitles of the chapter. The students are then to brainstorm for details which they think may support the main idea. One student will write down the ideas generated by the class on a spirit master. The teacher will duplicate those ideas; and as the students read silently, they will check off any ideas which appear on their brainstormed list. By generating a list of details, this helps provide a purpose for reading.

R10005 Recall (Identify) basic plot from stories (at grade level) read silently by the student.

Activities:

1. Have students assume the role of script writers for soap operas (evening or daytime). Have students work in small groups. Provide each group with a title such as "Lies and Revenge." Have students develop a series of plots for the program.
2. Select a group of students to make up questions from various selections studied. Have the remaining students attempt to identify the selection.
3. After students read a story, have them individually or in groups create a "comic book" version of the story.
4. After students read a story or historical account of an event, have them create a script depicting the passage in the form of a play.

R10006 Follow directions in written material (at grade level).

Activities:

1. Give each student a piece of construction paper. On a separate instruction sheet have a list of written directions. These directions should pertain to developing the picture in a certain way. Have students follow these directions to complete the picture. Teachers might opt to do a collage using colors as part of the directions. (Variation: Distribute two sets of directions randomly to class without students being aware their directions differ.)
2. Make a large size grid on the chalkboard or on a piece of poster board. Make direction cards for the game, one direction per card. Examples would be: move one space to the west, go southeast two spaces, etc. Divide the class into teams and provide each team with a colored dot which has tape on the back. Prior to class and during the explanation

of the game the teacher has a destination marked on the grid (might be an imaginary city). Divide class into teams. The object of the game is to be the first team to the city. Each student takes a turn, draws a card, and follows the directions. If the student is incorrect, as judged by the teacher, the student has to move his/her team's marker one space backward from the destination. If correct, the student leaves the teams marker on the space designated by the direction card.

3. Have the students name a food that they know how to prepare. Have them write the ingredients and the directions for its preparation. Have the students exchange recipes to see if their directions are clear and easy to follow.
4. Have the students follow a set of directions to complete a project. (Example: Follow the directions on a box of fabric crayons to make a T-shirt.)
5. Give a set of written directions to lead students to an item that is "hidden" somewhere in the building.
6. In health, after reading silently about how to give C.P.R. or mouth to mouth resuscitation, have the students demonstrate that they understand what has been read by letting them practice with a mannequin.
7. In health, after reading silently about proper first aid procedures, have the students demonstrate that they understand what has been read by letting them practice their techniques on other students.
8. In science, have the students read from their lab manuals an experiment to be used in class. The teacher will let the students set up the experiment to see if they can follow written directions.
9. In math, give the students a flowchart exercise to complete. If the student completes the exercise satisfactorily, then the student has demonstrated the ability to follow written directions.

R10007 Use context to select a missing word (from a given list) in a sentence or paragraph read silently by the student.

Activities:

1. Devise a worksheet for students using comic strips from the newspaper. Select a cartoon strip or perhaps two. Decide in which frames you would like to delete a word. Use white paper and "white out" the words. Number the blanks. Below the comic strip, provide a list of possible words for each numbered blank. Have students select the best answer to complete the blank. (HINT: You don't have to use the exact word the cartoonist used. You might decide on using

vocabulary words relevant to your current studies.)

2. Construct a friendly letter or a business letter for students on a worksheet but leave out some words. The friendly letter could be explaining to a friend what the class has been studying in math, science, or social studies. The business letter could possibly focus on an aspect of career or consumer education. Have students complete the blanks. (VARIATION: Use this idea in conjunction with another teacher. Have students actually send their letter to a member of another class. This would also serve as a functional communique from school to child's parents.)
3. Have the students collect ads which contain at least one fact and one opinion.
4. In all content areas, construct a CLOZE passage directly from the textbook. Copy a page of the text and "white out" selected vocabulary words. This activity teaches the use of context clues as well as reinforcing vocabulary.
5. In any content area, to preteach the vocabulary of the present unit of study, write a sentence for the student, but omit the new vocabulary. Provide a list of words at the end of the sentence form which the student can choose.

R10008 Distinguish between facts and opinions.

Activities:

1. Read a short selection to students. The passage should be at grade level but from any book or content area. After orally reading the selection, give each student two cards, one marked with an **F** and one marked with an **O**. The teacher reads a statement. After reading the statement, students decide if the statement was a fact or an opinion. If a fact, the student holds up the **F** card. If opinion, the student holds up the **O** card. (The activity could be done with small group or as a game activity with teams.)
2. Distribute a short article from the newspaper and an ad from the newspaper. Discuss the ideas of fact and opinion while evaluating the articles. After the discuss, distribute a second short article or advertisement. Below the article, list statements (some fact and some opinion). Leave a blank below each statement. Have students change the ones which are facts to opinions and vice versa.
3. Use letters to editor, movie or television reviews, restaurant reviews, or advertisements to emphasize facts and opinions. Have students mark fact statements and opinion statements. Discuss in class.

4. Duplicate current articles from newspapers or magazines. Have the class read the article silently and then read orally, sentence by sentence. Discuss with the class if the sentence is a fact or an opinion. Pupils will circle fact sentences and underline opinion ones. Pupils should be alerted to such opinion words as: seems, believes, thinks, assumes, and perhaps.
5. In social studies class, have children read and gather information about an interesting place and create a travel folder. Students would combine factual information from the sources with their own opinions. Pictures may be included. The travel folders would then be read by other classmates who would determine which statements are fact and which ones are opinions. Students would give reasons to support their decisions.

R10009 Recognize propaganda and persuasion within written grade level material.

Activities:

1. Use letters to the editor, movie or television reviews, and advertisements to introduce the use of persuasion and propaganda to students.
2. Present students with simple advertisements and ask them to identify the appeals made. Also have them look for the techniques used such as testimonials, use of a credible source, etc.
3. Have students create an imaginary product and devise a media campaign for it.
4. Have students divide into small groups and select one among them as a candidate. Direct the others to compose a campaign using persuasive techniques and propaganda.
5. Discuss and/or write about the use of persuasion and propaganda from a historical standpoint in social studies. Show how these techniques have affected the course of human history.
6. Have students try their hand at persuasion and propaganda by writing persuasive paragraphs or essays. Write persuasive letters to the editor and send them to the local newspaper for publication.

R10010 Recall (Identify) explicitly stated character traits from a written passage (at grade level).

Activities:

1. Have the students create "Wanted Posters" based on characters' traits

from stories.

2. Divide the class into teams. Have the students play "20 Questions" while trying to figure out which character is being described. The team that uses the fewer questions wins.
3. After reading or story or passage, invent possible conversations between characters.
4. Have one student give the character traits from a selection. Let the other students try to identify the character.
5. Have the students read a book centering around a major character (biography or fiction). As students read the book, have them list traits and personality characteristics. After reading the book, have students select the trait they feel is the most important to the development of the character in the book and justify their selection either in writing, orally, or pictorially.
6. From a given list of words (traits), choose those which could be applied to the character being discussed.
7. Student predicts how a particular character would react in various situations, giving reasons from knowledge of that particular character.

R10011 Recall (Identify) explicitly stated character motives from a written passage (at grade level).

Activities:

1. Have students read a passage. Direct each to make a chart. On the chart there should be two columns: one for each action of the main character and one for the apparent motivation.
2. Have each student read a passage. Tell the students to assume the role of a psychiatrist. The student should then write a brief essay on the personality of the main character as evidenced through his or her actions.
3. Organize a game show, "Why Did They Do It?" The teacher may have contestants for the game or divide the class into teams/groups. Preparation for the game show involves the teacher listing some statements about the actions of a character. The students are then presented with the question "Why did they do it?" The answers may be a choice from a list presented by the teacher or might involve students listing their answers quickly on the board. (Good review technique with historical personalities in social studies or with characters presented in a reading unit.)

R10012 Summarize (Identify a summary of) a written passage (at grade level).

Activities:

1. Explain to students the term "precis". Have each student select a news article and write a precis of it.
2. Prepare short passages in any content area followed by three (3) or four (4) short summaries. Have students select the item that best summarizes the passage.
3. Provide each student with a short passage. Have students challenge each other concerning how quickly they can summarize the paragraph. They are only allowed one challenge. For example: Player A states he can summarize the paragraph in 12 words. Player B either opts for 11 words or less, or he can tell Player A "summarize that paragraph." If Player A can summarize the paragraph in 12 words or less, his team is awarded a point. If he is unable, the other team receives a point. Play continues in this manner. Distribute another short passage or paragraph and repeat procedure.
4. In English, have students keep a notebook record of the short stories which have been read in class. One section of the notebook can be used to summarize the plot of the story and also to list the sequence of events.
5. In science, have the students use the **Readers' Guide** to find a magazine article about a subject dealing with science. Students must read the article, summarize it, and report to the class.
6. In all content areas, after the students have read a story or passage, have them write a cablegram to a friend summarizing what they have read. Students must be told that each word in a cablegram has a cost involved. In the beginning, keep the price of each word low and keep the price of the total allowed to spend high. Example: Price per word might be a dime, and the total amount of money to be spent could be five dollars. As students get use to this concept, begin to increase the price of each word and decrease the amount allowed to spend.

R10013 Predict (Identify) plausible outcomes from a written passage (at grade level).

Activities:

1. Select a cartoon strip from the newspaper. Cut off the ending of the cartoon. Add a few blank frames at the end of the cartoon. Duplicate this sheet for students. Have students write in the remaining frames what they think will happen. Share with classmates. Then compare to the original ending.

2. Tape the beginning of a story or read it aloud to the class. Have students write the outcome after they listen. This can be done as a group or individual activity. Discuss the various endings.
3. Have a discussion session focusing on "What if . . ." Describe some incident in a current events article or a futuristic story such as what would happen if Congress mandated that women could no longer be hired for jobs in the United States? After reading the statement, have students describe their view of the outcome.
4. In science, read the directions for an experience. Have the students predict the results.
5. In science, duplicate articles from magazines or newspapers concerning new scientific findings or discoveries. After the students have read the article silently, have the students write a paragraph predicting how the new findings or discoveries will help or hinder us in the future.
6. Refer to 9-12 skill #19 for additional activities.

R10014 Locate (Identify) verifying facts from a written passage to support a statement.

Activities:

1. In all content areas, have students verify the answer they give you on any worksheet by noting on the worksheet the page and paragraph where the answer was found.
2. Supply students with a multi-paragraph passage to read. Also give the students a list of questions to answer. For each question have the students write the paragraph and line where they found the answer.
3. After returning a graded test to the students, have them refer to their textbook to locate the answers they did not get correct. Students should supply the page and paragraph where they found the answer.

R10015 Identify explicitly stated cause and effect in a written passage (at grade level).

Activities:

1. During a science experiment, have students look for the cause/effect relationship. The teacher may design an experiment to look at the relationship between two variables and the effect one has on the other. Give students the cause; allow them to do the experiment. Have students write the effect. Students should read the experiment prior to

doing it. Have students underline the **cause** or the variable which will cause something to change. After the experiment, students can write the effect.

2. Discuss a topic such as environmental regulations. This topic can be associated with the cause. Have students speculate about possible effects such as restrictions on coal burning factories, quality of air, legislative actions, etc.
3. Present students with statements, one at a time, concerning some aspect of social studies such as unfair tariff regulations and have them list the effects. This activity can also be used by giving students the effects and have them list the cause.
4. In driver's education, read a newspaper account of an accident. List reasons for the accident.
5. In home economics, read information concerning specialized diets. List vitamins and the deficiencies they counteract.
6. In media classes, read an account of a sports event. List reasons the team won or lost.
7. In any content area, have the students complete charts which deal with cause/effect relationships. Initially, provide one part of the relationship for the students.
8. In health, list medical conditions that many result from certain poor health practices or nutritional deficiencies. Have students match these with the probable causes.
9. In any content area, when cause and effect are taught, teachers must explain that cause shows "why something happened." Effect is the "result" or "what had happened." Key words for students to look for in finding the cause and effect are: 1) because of; 2) this happened; 3) in order to; 4) since; 5) so that; 6) when; 7) therefore; 8) consequently; and 9) as a result.
10. In history or science, cut out and duplicate articles from newspapers and magazines concerning the content area being studied. Have students make two columns on their paper. One column will be labeled "why something happened" and the other column will be labeled the "results." After the articles have been read silently, the students will provide the appropriate information in the correct column.
11. The teacher will select a picture with high emotional content which will be displayed in the room so that all students can see it. List the following questions and have the students infer what the possible

answers may be: 1) What do you think happened in the picture? 2) What could have been the cause of the problem? 3) What possible solutions could you provide to help solve the problem? Then have the students write a paragraph or story about the picture incorporating the cause and effect details.

12. When constructing questions concerning cause and effect, here are some examples which may be used: 1) What happened when . . . ? 2) What made the . . . ? 3) What caused the . . . ? 4) In what way . . . ? 5) Why did . . . ?

R10016 Identify through inference a character's motives from a written passage (at grade level).

Activities:

1. Read a newspaper article or historical accounting of an event. Summarize the action. State the motives of the persons involved.
2. In literature, use role playing to arrive at motives of fictional characters.
3. In social studies, study certain sensational crimes. Try to determine why the criminal acted as he or she did.
4. In English, after the class has completed reading and discussing a story, the students are asked to write a piece in which they assume the role of a lawyer in defending one of the characters in the story. Based upon the material presented in the story, the student defends the actions or motives of the character. This activity works in role playing as well. The students can set up a trial, present the defense or prosecution, become the judge, or the jury.
5. In history or current events class, duplicate articles from the newspaper dealing with decisions made by city councils, school boards, state government and the federal government. After reading the article, have the students discuss the reasons or motives leading to the decisions made by the organizations.

R10017 Identify through inference a character's traits from a written passage.

Activities:

1. In literature, have students interchange characters from short stories. Show how their distinctive characteristics would change the story.
2. Read a human interest/experience story from the newspaper. Using the person's actions, decide what kind of person he/she is.
3. In social studies, give students a list of quotations by a famous person.

Have them determine the traits of the individual.

4. In social studies, after reading of the deeds of a historical figure, make a list of likely character traits.
5. In science, after reading about the accomplishments of a particular scientist, try to describe the traits of the individual.
6. In media classes, read coverage of a sports event in the newspaper. From the quotes of the coach/players, determine their character traits.
7. In literature, prepare a character description grid. Given certain traits, determine what that character might do in a given situation.
8. After reading a passage, have the class brainstorm for inferences that might be made about a character. After sharing these ideas, students are asked to use one of the inferences or to write one of their own. Then students go through the story and list specific details that support the inference. The students complete the assignment by writing a piece about the character using the inference as the topic sentence or thesis and the details as support. (Cross Reference R08002)
9. In social studies, watch a movie which centers around strong characters such as famous people from history. Have open class discussions as to what was learned from the movie about the character such as: 1) physical appearance; 2) behavioral traits (what he does); 3) what others think and say about him; 4) how others react to him; and 5) what makes him important. To increase the difficulty of the activity, teachers may have students write a paragraph or composition about the character using the ideas brought out in the class discussion.
10. In any content area have the students choose a person and write a paragraph or composition that recreates this person. Students are encouraged to use specific details so that if that person walked into the room, all would recognize him or her. The person can not be named in the assignment. Students are asked to interject their own feelings about this person. They should also tell what makes the person interesting to them.

R10018 From the given effect identify the unstated cause.

Activities:

1. Ask students to use their ten favorite performers (foods, activities, T.V. shows, etc.). Next have them identify why each is a favorite.
2. In science, students are given the result of an experiment. Have them

determine possible causes.

3. In driver's education, have students view pictures or read descriptions of injuries and damages from car accidents. Have students determine causes.
4. In home economics, have students read a recipe from which an ingredient has been left out. Tell them the end result and have them determine what was omitted.
5. In literature, give the beginning and ending of a story. Have students determine what happened in the middle.
6. In social studies, give students the end result of a political campaign. Have them determine factors that caused it.

R10019 From the given cause identify the unstated effect.

Activities:

1. Have students make a list of 10 familiar causes. Randomly place 10 effects in a second column. Exchange and match the columns.
2. In literature, prepare "Fortune Cookies" for characters in reading assignments, stating actions. Have other students guess who and what will result.
3. In social studies, predict outcomes of political races based on information in newspaper polls.
4. In home economics, give directions or ingredients. Have students predict what will result.
5. In computer programming, have students read a program; predict how it will run.
6. Read **T.V. Guide** blurbs and have students predict the outcomes of the shows.

R10020 Identify author's purpose in a written passage (at grade level).

Activities:

1. Have students collect advertisements from newspaper and magazines. Discuss these in class and try to determine the purpose(s) of the ads.
2. Read a human interest feature story from the newspaper. Try to determine the author's purpose.

3. Write titles for paragraphs, summarizing the purpose of the paragraph; or write headlines or subheads for newspaper articles, summarizing the purpose.
4. In social studies, read historical documents or speeches. Identify purpose.
5. Collect articles by a particular newspaper columnist. Determine the author's purpose.

R10021 Identify the point of view that the author uses in writing a passage (at grade level).

Activities:

1. Have students rewrite a story, changing the point of view. Present the new stories in class to illustrate how point of view changes a story.
2. In social studies, have students identify the point of view in reporting controversial events. Compare differing views by using newspaper stories, editorials, letters to the editor, etc.
3. In social studies, read a foreign news article. Rewrite it from the point of view of someone from another country. Then take an article from an American paper and rewrite it from the point of view of a foreigner.
4. In social studies, analyze an editorial cartoon for point of view. Create original editorial cartoons.
5. Have the students write letters to the editor of a local newspaper. This is an excellent way to have students express their personal point of view.

R10022 Detect bias in a written passage (at grade level).

Activities:

1. In any content area, read newspaper editorials to determine bias. Next have the students write their own letters to the editor, including their own personal bias.
2. Evaluate editorial cartoons according to bias expressed. Next have students draw their own cartoons, depicting their personal bias.
3. Evaluate the biased presentation of facts in advertisements. Have students write a commercial or advertisement that presents a competitor's point of view.
4. Compare coverage of the same news or sports event by different

publications and/or media. Analyze the bias presented.

5. Read two short biographies of the same person. Compare treatment. Look for bias.

R10023 Scan a written passage (at grade level) to obtain specific information.

Activities:

1. In any content area give a vocabulary word and the page number in a book where the word appears. See who can find the word fastest. Have students read it and try to define it in context.
2. Provide students with the opportunity to scan for specific information to answer a question. Train them to look for key words from the question while looking for the information being sought.
3. In home economics, scan recipes to find which recipe requires a certain ingredient.
4. In any content area, divide the class into teams and have them compete to see who can scan for information the quickest in the textbook. The teacher or an appointed student announces the question to be answered or detail to be found. The students/contestants scan to find the information.

R10024 Recognize the explicitly stated sequence of events in a written passage (at grade level).

Activities:

1. In any content area, duplicate passages or articles for the students from newspapers, magazines, or textbooks, and have them circle all sequence or time clues in the selections. Words to look for are: 1) meanwhile; 2) at the same time; 3) later; 4) earlier; 5) before; 6) after; 7) then; 8) next; 9) finally; and 10) previously.
2. In history, after having read about the voyages of famous explorers, have the students draw a map showing the exact route followed and the exact sequence of stops made along the way.
3. In any content area, use a brief article from the newspaper which has between three (3) and five (5) paragraphs. Duplicate the article, and then cut the article into separate paragraphs. Distribute the article to students who may be working alone or in groups, and have them put the article back into sequence.
4. In science, provide the students with a list of sentences from a lab

manual which describes a procedure. These sentences should be in random order. Have the students arrange these sentences in chronological order.

5. In social studies, after studying and reading about how a bill becomes law, have students draw an illustration on poster board of the sequence and processes involved.
6. In health, after reading about first aid procedures, have the students demonstrate that they understand the sequence of events in administering first aid. Teachers can set up specific activities that they feel will benefit the class.
7. Have science students construct a food chain during their study of ecology and ecosystems. Emphasize the requirement that the food chain must be in a particular order to illustrate the concept. Have students present their food chains to class. This activity could be performed individually or in small groups. An alternate activity could involve the steps in an experiment in the same activity.

R10025 Use context of written material (at grade level) in a passage to determine the meaning of an unfamiliar word.

Activities:

1. In all content areas, provide the students with a number of different strategies for determining the meaning of an unfamiliar word. The different strategies for using context clues are: 1) Experience clues — the reader will call upon his past experience to determine the meaning of the word. 2) Association clues — he felt as **frigid** as an iceberg. Association clues help the reader to try to associate the unknown word with one already known. 3) Synonym clues — very similar to association clues. The reader locates a word or words in the selection to help determine the meaning of an unfamiliar word. When Lee surrendered to Appomattox, the rest of the Confederate Army also gave up.

After these clues have been given to the students, finding the meaning of unfamiliar words should not be difficult.

2. Prepare an overhead transparency with five sentences containing nonsense words or foreign words. Circle the unfamiliar word in each sentence. Discuss the context of the sentence and how that clues one about the meaning of the word. Have students take turns guessing what the word means. After the initial activity, divide students into small groups. Each group is to think of three nonsense words and use them in a sentence. The sentence must give the reader an idea about what the words mean. Share with class.

3. In any content area, copy two different paragraphs that contain unfamiliar words. Underline these. Have student prepare an answer key. Exchange paragraphs and have students fill in the meaning of the underlined words using context clues.
4. Have each student select a previously written paper and then replace familiar words with appropriate synonyms using a thesaurus. Read aloud. Have the class guess the meaning of new words.
5. In all content areas, when vocabulary words are identified which need to be taught before the material is read, have the students use the reading material to find and derive meaning for the word. As follow-up, have the students compare/contrast their definitions with those given in the glossary of the book.

ESSENTIAL SKILLS READING

GRADE 11

The student will:

- R11001 Recall (Identify) explicitly stated main ideas from expository passages (at grade level) read silently by the student.

Activities:

1. Assign a reading passage in science or social studies. Give each student an index card. Students are to write the key words and phrases of the passage on the card. Have students exchange their card with a partner. Using the key words and phrases, students are to write the main idea(s) on the back of the card.
2. Give each student a copy of a current events article. Have students locate and underline the main idea in each paragraph. Compare student responses and discuss as a class. (Article could relate to any content area.)
3. Have each student write a composition. After completing the story, students are to underline the main idea in each paragraph.
4. Have students read a short passage and then illustrate the action in comic strip form.
5. In any content area, provide only an outline of the details of a selection from the textbook. Have the student complete the outline by adding the main ideas.
6. In any content area, have the students write a paragraph on the subject of their choice. The teacher will duplicate the paragraphs, but will omit the title for each paragraph. The teacher will then distribute the paragraphs to the class. Before the activity begins the teacher will write the titles on the chalkboard or overhead projector. After each paragraph has been read silently by the students, they will discuss and select which title is the main idea of each paragraph. To increase the difficulty of the activity, add more titles from which student are to choose or have them generate their own titles.
7. In social studies, duplicate articles from the newspapers, but omit the titles. Mount the titles on poster board to act as a reference for the students. After each article has been read silently by the students, have them discuss and select which title is the main idea of each paragraph. To increase the difficulty of the activity, find articles with similar titles or

increase the number of titles from which students have to choose.

8. Have the students choose a subject on which they could create a collage. Students are to have the subject of their collage written on the back of it. The teacher will display each collage and have the students discuss and tell the main idea of each collage. To extend the activity, the teacher may have the students group the collages which have similar main ideas.

R11002 Recall (Identify) explicitly stated supporting details from expository passages (at grade level) read silently by the student.

Activities:

1. Prior to class, list individual details from three passages on cards or sentence strips. Write three subheadings on the chalkboard to represent the main ideas in a story (article or content area passage that all students have read. Given each student a card or sentence strip. Have students, one at a time, read their card and place under appropriate heading. If detail doesn't fit any category, have students place under "Misfit" category. (Variation: Divide class into teams. Follow same procedure and award points for correct answers.)
2. Have the students read a descriptive passage. Without referring back to the passage, have the students draw a picture to illustrate the passage.
3. Have the students identify information from a passage giving directions to a location by using only the specific words which will help them arrive at their destination.
4. Use newspaper articles. Have the students find the answers for the detail questions of **who, what, when, where, why, and how.**
5. In math, using word problems, have the students mark the specific words needed to solve the problem.
6. Use recipes for the same items which contain slightly different ingredients. Have the students match the list of ingredients with the directions.
7. In social studies, read about famous leaders of various countries and their life and progress to their leadership position. After reading, ask students to list in order, the leaders' accomplishments.

R11003 Recall (Identify) implicitly stated main ideas from expository passages (at grade level) read silently by the student.

Activities:

1. Read **Aesop's Fables**, and have the students choose a statement that best represents the main idea of the fable.
2. In history or current events class, duplicate editorials or letters to the editor. Omit all titles of the editorials and letters to the editor. Give the student three (3) choices as to what they think the main idea of the text could be. Note: When supplying students with choices they are to consider for main idea, make one (1) choice an irrelevant detail, another choice should be a supporting detail and the other choice should be the main idea.
3. In science, duplicate an article from a science magazine or from the newspaper. Omit the title of the article and have the students guess as to what the title could be. The teacher will have the exact title to use to see how close the students get to the correct title. Remind students that a title attempts to touch upon all details of an article.
4. In history, study the quotations of famous Americans. Have the student discuss the quote and determine the main idea of it.
5. Give the students a list of proverbs. Have them generate the main idea. Examples: Birds of a feather flock together. Better safe than sorry. You've made your bed, now lie in it.
6. Show students a series of pictures from news magazines (such as **Time**, **Newsweek**, or **US News and World Report**). Have students write a title for each picture which summarizes the main idea.
7. After completing a social studies or science unit, have students make a card file or booklet to summarize the important (main) ideas learned in the unit. Students may share their projects in small groups or with the entire class.
8. Make a collage showing the main ideas of a story social studies unit, or science unit. Display in room. Discuss the collage with the class. (Use with small groups or the class.)

R11004 Recall (Identify) implicitly stated supporting details from expository passages (at grade level) read silently by the student.

Activities:

1. In literature, after reading a poem or story silently, interpret all figurative language. Have the students discover what the author is comparing when he uses figurative language. (Correlate with 70019.)
2. In literature, have students identify the unstated details which set the mood of story and those that identify the setting.

3. In any content area, as a preteaching exercise for a new chapter, have the students preview the titles and subtitles of the chapter. The students are then to brainstorm for details which they think may support the main idea. One student will write down the ideas generated by the class on a spirit master. The teacher will duplicate those ideas; and as the students read silently, they will check off any ideas which appear on their brainstormed list. By generating a list of details, this helps provide a purpose for reading.

R11005 Recall (Identify) basic plot from stories (at grade level) read silently by the student.

Activities:

1. Have students assume the role of script writers for soap operas (evening or daytime). Have students work in small groups. Provide each group with a title such as "Lies and Revenge." Have students develop a series of plots for the program.
2. Select a group of students to make up questions from various selections studied. Have the remaining students attempt to identify the selection.
3. After students read a story, have them individually or in groups create a "comic book" version of the story.
4. After students read a story or historical account of an event, have them create a script depicting the passage in the form of a play.

R11006 Follow directions in written material (at grade level).

Activities:

1. Give each student a piece of construction paper. On a separate instruction sheet have a list of written directions. These directions should pertain to developing the picture in a certain way. Have students follow these directions to complete the picture. Teachers might opt to do a collage using colors as part of the directions. (Variation: Distribute two sets of directions randomly to class without students being aware their directions differ.)
2. Make a large size grid on the chalkboard or on a piece of poster board. Make direction cards for the game, one direction per card. Examples would be: move one space to the west, go southeast two spaces, etc. Divide the class into teams and provide each team with a colored dot which has tape on the back. Prior to class and during the explanation of the game the teacher has a destination marked on the grid (might be an imaginary city). Divide class into teams. The object of the game is

to be the first team to the city. Each student takes a turn, draws a card, and follows the directions. If the student is incorrect, as judged by the teacher, the student has to move his/her team's marker one space backward from the destination. If correct, the student leaves the teams marker on the space designated by the direction card.

3. Have the students name a food that they know how to prepare. Have them write the ingredients and the directions for its preparation. Have the students exchange recipes to see if their directions are clear and easy to follow.
4. Have the students follow a set of directions to complete a project. (Example: Follow the directions on a box of fabric crayons to make a T-shirt.)
5. Give a set of written directions to lead students to an item that is "hidden" somewhere in the building.
6. In health, after reading silently about how to give C.P.R. or mouth to mouth resuscitation, have the students demonstrate that they understand what has been read by letting them practice with a mannequin.
7. In health, after reading silently about proper first aid procedures, have the students demonstrate that they understand what has been read by letting them practice their techniques on other students.
8. In science, have the students read from their lab manuals an experiment to be used in class. The teacher will let the students set up the experiment to see if they can follow written directions.
9. In math, give the students a flowchart exercise to complete. If the student completes the exercise satisfactorily, then the student has demonstrated the ability to follow written directions.

R11007 Use context to select a missing word (from a given list) in a sentence or paragraph read silently by the student.

Activities:

1. Devise a worksheet for students using comic strips from the newspaper. Select a cartoon strip or perhaps two. Decide in which frames you would like to delete a word. Use white paper and "white out" the words. Number the blanks. Below the comic strip, provide a list of possible words for each numbered blank. Have students select the best answer to complete the blank. (HINT: You don't have to use the exact word the cartoonist used. You might decide on using vocabulary words relevant to your current studies.)

2. Construct a friendly letter or a business letter for students on a worksheet but leave out some words. The friendly letter could be explaining to a friend what the class has been studying in math, science, or social studies. The business letter could possibly focus on an aspect of career or consumer education. Have students complete the blanks. (VARIATION: Use this idea in conjunction with another teacher. Have students actually send their letter to a member of another class. This would also serve as a functional communicate from school to child's parents.)
3. Have the students collect ads which contain at least one fact and one opinion.
4. In all content areas, construct a CLOZE passage directly from the textbook. Copy a page of the text and "white out" selected vocabulary words. This activity teaches the use of context clues as well as reinforcing vocabulary.
5. In any content area, to preteach the vocabulary of the present unit of study, write a sentence for the student, but omit the new vocabulary. Provide a list of words at the end of the sentence form which the student can choose.

R11008 Distinguish between facts and opinions.

Activities:

1. Read a short selection to students. The passage should be at grade level but from any book or content area. After orally reading the selection, give each student two cards, one marked with an **F** and one marked with an **O**. The teacher reads a statement. After reading the statement, students decide if the statement was a fact or an opinion. If a fact, the student holds up the **F** card. If opinion, the student holds up the **O** card. (The activity could be done with small group or as a game activity with teams.)
2. Distribute a short article from the newspaper and an ad from the newspaper. Discuss the ideas of fact and opinion while evaluating the articles. After the discuss, distribute a second short article or advertisement. Below the article, list statements (some fact and some opinion). Leave a blank below each statement. Have students change the ones which are facts to opinions and vice versa.
3. Use letters to editor, movie or television reviews, restaurant reviews, or advertisements to emphasize facts and opinions. Have students mark fact statements and opinion statements. Discuss in class.
4. Duplicate current articles from newspapers or magazines. Have the class read the article silently and then read orally, sentence by

sentence. Discuss with the class if the sentence is a fact or an opinion. Pupils will circle fact sentences and underline opinion ones. Pupils should be alerted to such opinion words as: seems, believes, thinks, assumes, and perhaps.

5. In social studies class, have children read and gather information about an interesting place and create a travel folder. Students would combine factual information from the sources with their own opinions. Pictures may be included. The travel folders would then be read by other classmates who would determine which statements are fact and which ones are opinions. Students would give reasons to support their decisions.

F.11009 Recognize propaganda and persuasion within written grade level material.

Activities:

1. Use letters to the editor, movie or television reviews, and advertisements to introduce the use of persuasion and propaganda to students.
2. Present students with simple advertisements and ask them to identify the appeals made. Also have them look for the techniques used such as testimonials, use of a credible source, etc.
3. Have students create an imaginary product and devise a media campaign for it.
4. Have students divide into small groups and select one among them as a candidate. Direct the others to compose a campaign using persuasive techniques and propaganda.
5. Discuss and/or write about the use of persuasion and propaganda from a historical standpoint in social studies. Show how these techniques have affected the course of human history.
6. Have students try their hand at persuasion and propaganda by writing persuasive paragraphs or essays. Write persuasive letters to the editor and send them to the local newspaper for publication.

R11010 Recall (Identify) explicitly stated character traits from a written passage (at grade level).

Activities:

1. Have the students create "Wanted Posters" based on characters' traits from stories.

2. Divide the class into teams. Have the students play "20 Questions" while trying to figure out which character is being described. The team that uses the fewer questions wins.
3. After reading or story or passage, invent possible conversations between characters.
4. Have one student give the character traits from a selection. Let the other students try to identify the character.
5. Have the students read a book centering around a major character (biography or fiction). As students read the book, have them list traits and personality characteristics. After reading the book, have students select the trait they feel is the most important to the development of the character in the book and justify their selection either in writing, orally, or pictorially.
6. From a given list of words (traits), choose those which could be applied to the character being discussed.
7. Student predicts how a particular character would react in various situations, giving reasons from knowledge of that particular character.

R11011 Recall (Identify) explicitly stated character motives from a written passage (at grade level).

Activities:

1. Have students read a passage. Direct each to make a chart. On the chart there should be two columns: one for each action of the main character and one for the apparent motivation.
2. Have each student read a passage. Tell the students to assume the role of a psychiatrist. The student should then write a brief essay on the personality of the main character as evidenced through his or her actions.
3. Organize a game show, "Why Did They Do It?" The teacher may have contestants for the game or divide the class into teams/groups. Preparation for the game show involves the teacher listing some statements about the actions of a character. The students are then presented with the question "Why did they do it?" The answers may be a choice from a list presented by the teacher or might involve students listing their answers quickly on the board. (Good review technique with historical personalities in social studies or with characters presented in a reading unit.)

R11012 Summarize (Identify a summary of) a written passage (at grade level).

Activities:

1. Explain to students the term "precis". Have each student select a news article and write a precis of it.
2. Prepare short passages in any content area followed by three (3) or four (4) short summaries. Have students select the item that best summarizes the passage.
3. Provide each student with a short passage. Have students challenge each other concerning how quickly they can summarize the paragraph. They are only allowed one challenge. For example: Player A states he can summarize the paragraph in 12 words. Player B either opts for 11 words or less, or he can tell Player A "summarize that paragraph." If Player A can summarize the paragraph in 12 words or less, his team is awarded a point. If he is unable, the other team receives a point. Play continues in this manner. Distribute another short passage or paragraph and repeat procedure.
4. In English, have students keep a notebook record of the short stories which have been read in class. One section of the notebook can be used to summarize the plot of the story and also to list the sequence of events.
5. In science, have the students use the **Readers' Guide** to find a magazine article about a subject dealing with science. Students must read the article, summarize it, and report to the class.
6. In all content areas, after the students have read a story or passage, have them write a cablegram to a friend summarizing what they have read. Students must be told that each word in a cablegram has a cost involved. In the beginning, keep the price of each word low and keep the price of the total allowed to spend high. Example: Price per word might be a dime, and the total amount of money to be spent could be five dollars. As students get use to this concept, begin to increase the price of each word and decrease the amount allowed to spend.

R11013 Predict (Identify) plausible outcomes from a written passage (at grade level).

Activities:

1. Select a cartoon strip from the newspaper. Cut off the ending of the cartoon. Add a few blank frames at the end of the cartoon. Duplicate this sheet for students. Have students write in the remaining frames what they think will happen. Share with classmates. Then compare to the original ending.
2. Tape the beginning of a story or read it aloud to the class. Have students write the outcome after they listen. This can be done as a group or

individual activity. Discuss the various endings.

3. Have a discussion session focusing on "What if . . ." Describe some incident in a current events article or a futuristic story such as what would happen if Congress mandated that women could no longer be hired for jobs in the United States? After reading the statement, have students describe their view of the outcome.
4. In science, read the directions for an experience. Have the students predict the results.
5. In science, duplicate articles from magazines or newspapers concerning new scientific findings or discoveries. After the students have read the article silently, have the students write a paragraph predicting how the new findings or discoveries will help or hinder us in the future.
6. Refer to 9-12 skill #19 for additional activities.

R11014 Locate verifying facts from a written passage to support a statement.

Activities:

1. In all content areas, have students verify the answer they give you on any worksheet by noting on the worksheet the page and paragraph where the answer was found.
2. Supply students with a multi-paragraph passage to read. Also give the students a list of questions to answer. For each question have the students write the paragraph and line where they found the answer.
3. After returning a graded test to the students, have them refer to their textbook to locate the answers they did not get correct. Students should supply the page and paragraph where they found the answer.

R11015 Identify explicitly stated cause and effect in a written passage (at grade level).

Activities:

1. During a science experiment, have students look for the cause/effect relationship. The teacher may design an experiment to look at the relationship between two variables and the effect one has on the other. Give students the cause; allow them to do the experiment. Have students write the effect. Students should read the experiment prior to doing it. Have students underline the **cause** or the variable which will cause something to change. After the experiment, students can write the effect.

2. Discuss a topic such as environmental regulations. This topic can be associated with the cause. Have students speculate about possible effects such as restrictions on coal burning factories, quality of air, legislative actions, etc.
3. Present students with statements, one at a time, concerning some aspect of social studies such as unfair tariff regulations and have them list the effects. This activity can also be used by giving students the effects and have them list the cause.
4. In driver's education, read a newspaper account of an accident. List reasons for the accident.
5. In home economics, read information concerning specialized diets. List vitamins and the deficiencies they counteract.
6. In media classes, read an account of a sports event. List reasons the team won or lost.
7. In any content area, have the students complete charts which deal with cause/effect relationships. Initially, provide one part of the relationship for the students.
8. In health, list medical conditions that many result from certain poor health practices or nutritional deficiencies. Have students match these with the probable causes.
9. In any content area, when cause and effect are taught, teachers must explain that cause shows "why something happened." Effect is the "result" or "what had happened." Key words for students to look for in finding the cause and effect are: 1) because of; 2) this happened; 3) in order to; 4) since; 5) so that; 6) when; 7) therefore; 8) consequently; and 9) as a result.
10. In history or science, cut out and duplicate articles from newspapers and magazines concerning the content area being studied. Have students make two columns on their paper. One column will be labeled "why something happened" and the other column will be labeled the "results." After the articles have been read silently, the students will provide the appropriate information in the correct column.
11. The teacher will select a picture with high emotional content which will be displayed in the room so that all students can see it. List the following questions and have the students infer what the possible answers may be: 1) What do you think happened in the picture? 2) What could have been the cause of the problem? 3) What possible solutions could you provide to help solve the problem? Then have the students write a paragraph or story about the picture incorporating the cause and effect details.

12. When constructing questions concerning cause and effect, here are some examples which may be used: 1) What happened when . . . ? 2) What made the . . . ? 3) What caused the . . . ? 4) In what way . . . ? 5) Why did . . . ?

R11016 Identify through inference a character's motives from a written passage (at grade level).

Activities:

1. Read a newspaper article or historical accounting of an event. Summarize the action. State the motives of the persons involved.
2. In literature, use role playing to arrive at motives of fictional characters.
3. In social studies, study certain sensational crimes. Try to determine why the criminal acted as he or she did.
4. In English, after the class has completed reading and discussing a story, the students are asked to write a piece in which they assume the role of a lawyer in defending one of the characters in the story. Based upon the material presented in the story, the student defends the actions or motives of the character. This activity works in role playing as well. The students can set up a trial, present the defense or prosecution, become the judge, or the jury.
5. In history or current events class, duplicate articles from the newspaper dealing with decisions made by city councils, school boards, state government and the federal government. After reading the article, have the students discuss the reasons or motives leading to the decisions made by the organizations.

R11017 Identify through inference a character's traits from a written passage.

Activities:

1. In literature, have students interchange characters from short stories. Show how their distinctive characteristics would change the story.
2. Read a human interest/experience story from the newspaper. Using the person's actions, decide what kind of person he/she is.
3. In social studies, give students a list of quotations by a famous person. Have them determine the traits of the individual.
4. In social studies, after reading of the deeds of a historical figure, make a list of likely character traits.
5. In science, after reading about the accomplishments of a particular

scientist, try to describe the traits of the individual.

6. In media classes, read coverage of a sports event in the newspaper. From the quotes of the coach/players, determine their character traits.
7. In literature, prepare a character description grid. Given certain traits, determine what that character might do in a given situation.
8. After reading a passage, have the class brainstorm for inferences that might be made about a character. After sharing these ideas, students are asked to use one of the inferences or to write one of their own. Then students go through the story and list specific details that support the inference. The students complete the assignment by writing a piece about the character using the inference as the topic sentence or thesis and the details as support. (Cross Reference R08002)
9. In social studies, watch a movie which centers around strong characters such as famous people from history. Have open class discussions as to what was learned from the movie about the character such as: 1) physical appearance; 2) behavioral traits (what he does); 3) what others think and say about him; 4) how others react to him; and 5) what makes him important. To increase the difficulty of the activity, teachers may have students write a paragraph or composition about the character using the ideas brought out in the class discussion.
10. In any content area have the students choose a person and write a paragraph or composition that recreates this person. Students are encouraged to use specific details so that if that person walked into the room, all would recognize him or her. The person can not be named in the assignment. Students are asked to interject their own feelings about this person. They should also tell what makes the person interesting to them.

R11018 From the given effect identify the unstated cause.

Activities:

1. Ask students to use their ten favorite performers (foods, activities, T.V. shows, etc.). Next have them identify why each is a favorite.
2. In science, students are given the result of an experiment. Have them determine possible causes.
3. In driver's education, have students view pictures or read descriptions of injuries and damages from car accidents. Have students determine causes.

4. In home economics, have students read a recipe from which an ingredient has been left out. Tell them the end result and have them determine what was omitted.
5. In literature, give the beginning and ending of a story. Have students determine what happened in the middle.
6. In social studies, give students the end result of a political campaign. Have them determine factors that caused it.

R11019 From the given cause identify the unstated effect.

Activities:

1. Have students make a list of 10 familiar causes. Randomly place 10 effects in a second column. Exchange and match the columns.
2. In literature, prepare "Fortune Cookies" for characters in reading assignments, stating actions. Have other students guess who and what will result.
3. In social studies, predict outcomes of political races based on information in newspaper polls.
4. In home economics, give directions or ingredients. Have students predict what will result.
5. In computer programming, have students read a program; predict how it will run.
6. Read **T.V. Guide** blurbs and have students predict the outcomes of the shows.

R11020 Identify author's purpose in a written passage (at grade level).

Activities:

1. Have students collect advertisements from newspaper and magazines. Discuss these in class and try to determine the purpose(s) of the ads.
2. Read a human interest feature story from the newspaper. Try to determine the author's purpose.
3. Write titles for paragraphs, summarizing the purpose of the paragraph; or write headlines or subheads for newspaper articles, summarizing the purpose.
4. In social studies, read historical documents or speeches. Identify purpose.

5. Collect articles by a particular newspaper columnist. Determine the author's purpose.

R11021 Identify the point of view that the author uses in writing a passage (at grade level).

Activities:

1. Have students rewrite a story, changing the point of view. Present the new stories in class to illustrate how point of view changes a story.
2. In social studies, have students identify the point of view in reporting controversial events. Compare differing views by using newspaper stories, editorials, letters to the editor, etc.
3. In social studies, read a foreign news article. Rewrite it from the point of view of someone from another country. Then take an article from an American paper and rewrite it from the point of view of a foreigner.
4. In social studies, analyze an editorial cartoon for point of view. Create original editorial cartoons.
5. Have the students write letters to the editor of a local newspaper. This is an excellent way to have students express their personal point of view.

R11022 Detect bias in a written passage (at grade level).

Activities:

1. In any content area, read newspaper editorials to determine bias. Next have the students write their own letters to the editor, including their own personal bias.
2. Evaluate editorial cartoons according to bias expressed. Next have students draw their own cartoons, depicting their personal bias.
3. Evaluate the biased presentation of facts in advertisements. Have students write a commercial or advertisement that presents a competitor's point of view.
4. Compare coverage of the same news or sports event by different publications and/or media. Analyze the bias presented.
5. Read two short biographies of the same person. Compare treatment. Look for bias.

R11023 Scan a written passage (at grade level) to obtain specific information.

Activities:

1. In any content area give a vocabulary word and the page number in a book where the word appears. See who can find the word fastest. Have students read it and try to define it in context.
2. Provide students with the opportunity to scan for specific information to answer a question. Train them to look for key words from the question while looking for the information being sought.
3. In home economics, scan recipes to find which recipe requires a certain ingredient.
4. In any content area, divide the class into teams and have them compete to see who can scan for information the quickest in the textbook. The teacher or an appointed student announces the question to be answered or detail to be found. The students/contestants scan to find the information.

R11024 Recognize the explicitly stated sequence of events in a written passage (at grade level).

Activities:

1. In any content area, duplicate passages or articles for the students from newspapers, magazines, or textbooks, and have them circle all sequence or time clues in the selections. Words to look for are: 1) meanwhile; 2) at the same time; 3) later; 4) earlier; 5) before; 6) after; 7) then; 8) next; 9) finally; and 10) previously.
2. In history, after having read about the voyages of famous explorers, have the students draw a map showing the exact route followed and the exact sequence of stops made along the way.
3. In any content area, use a brief article from the newspaper which has between three (3) and five (5) paragraphs. Duplicate the article, and then cut the article into separate paragraphs. Distribute the article to students who may be working alone or in groups, and have them put the article back into sequence.
4. In science, provide the students with a list of sentences from a lab manual which describes a procedure. These sentences should be in random order. Have the students arrange these sentences in chronological order.
5. In social studies, after studying and reading about how a bill becomes law, have students draw an illustration on poster board of the sequence and processes involved.

6. In health, after reading about first aid procedures, have the students demonstrate that they understand the sequence of events in administering first aid. Teachers can set up specific activities that they feel will benefit the class.
7. Have science students construct a food chain during their study of ecology and ecosystems. Emphasize the requirement that the food chain must be in a particular order to illustrate the concept. Have students present their food chains to class. This activity could be performed individually or in small groups. An alternate activity could involve the steps in an experiment in the same activity.

R11025 Use context of written material (at grade level) in a passage to determine the meaning of an unfamiliar word.

Activities:

1. In all content areas, provide the students with a number of different strategies for determining the meaning of an unfamiliar word. The different strategies for using context clues are: 1) Experience clues — the reader will call upon his past experience to determine the meaning of the word. 2) Association clues — he felt as **frigid** as an iceberg. Association clues help the reader to try to associate the unknown word with one already known. 3) Synonym clues — very similar to association clues. The reader locates a word or words in the selection to help determine the meaning of an unfamiliar word. When Lee surrendered to Appomatox, the rest of the Confederate Army also gave up.

After these clues have been given to the students, finding the meaning of unfamiliar words should not be difficult.

2. Prepare an overhead transparency with five sentences containing nonsense words or foreign words. Circle the unfamiliar word in each sentence. Discuss the context of the sentence and how that clues one about the meaning of the word. Have students take turns guessing what the word means. After the initial activity, divide students into small groups. Each group is to think of three nonsense words and use them in a sentence. The sentence must give the reader an idea about what the words mean. Share with class.
3. In any content area, copy two different paragraphs that contain unfamiliar words. Underline these. Have student prepare an answer key. Exchange paragraphs and have students fill in the meaning of the underlined words using context clues.
4. Have each student select a previously written paper and then replace familiar words with appropriate synonyms using a thesaurus. Read aloud. Have the class guess the meaning of new words.

5. In all content areas, when vocabulary words are identified which need to be taught before the material is read, have the students use the reading material to find and derive meaning for the word. As follow-up, have the students compare/contrast their definitions with those given in the glossary of the book.

ESSENTIAL SKILLS READING

GRADE 12

The student will:

- R12001 Recall (Identify) explicitly stated main ideas from expository passages (at grade level) read silently by the student.

Activities:

1. Assign a reading passage in science or social studies. Give each student an index card. Students are to write the key words and phrases of the passage on the card. Have students exchange their card with a partner. Using the key words and phrases, students are to write the main idea(s) on the back of the card.
2. Give each student a copy of a current events article. Have students locate and underline the main idea in each paragraph. Compare student responses and discuss as a class. (Article could relate to any content area.)
3. Have each student write a composition. After completing the story, students are to underline the main idea in each paragraph.
4. Have students read a short passage and then illustrate the action in comic strip form.
5. In any content area, provide only an outline of the details of a selection from the textbook. Have the student complete the outline by adding the main ideas.
6. In any content area, have the students write a paragraph on the subject of their choice. The teacher will duplicate the paragraphs, but will omit the title for each paragraph. The teacher will then distribute the paragraphs to the class. Before the activity begins the teacher will write the titles on the chalkboard or overhead projector. After each paragraph has been read silently by the students, they will discuss and select which title is the main idea of each paragraph. To increase the difficulty of the activity, add more titles from which student are to choose or have them generate their own titles.
7. In social studies, duplicate articles from the newspapers, but omit the titles. Mount the titles on poster board to act as a reference for the students. After each article has been read silently by the students, have them discuss and select which title is the main idea of each paragraph. To increase the difficulty of the activity, find articles with similar titles or

increase the number of titles from which students have to choose.

8. Have the students choose a subject on which they could create a collage. Students are to have the subject of their collage written on the back of it. The teacher will display each collage and have the students discuss and tell the main idea of each collage. To extend the activity, the teacher may have the students group the collages which have similar main ideas.

R12002 Recall (Identify) explicitly stated supporting details from expository passages (at grade level) read silently by the student.

Activities:

1. Prior to class, list individual details from three passages on cards or sentence strips. Write three subheadings on the chalkboard to represent the main ideas in a story (article or content area passage that all students have read. Given each student a card or sentence strip. Have students, one at a time, read their card and place under appropriate heading. If detail doesn't fit any category, have students place under "Misfit" category. (Variation: Divide class into teams. Follow same procedure and award points for correct answers.)
2. Have the students read a descriptive passage. Without referring back to the passage, have the students draw a picture to illustrate the passage.
3. Have the students identify information from a passage giving directions to a location by using only the specific words which will help them arrive at their destination.
4. Use newspaper articles. Have the students find the answers for the detail questions of **who, what, when, where, why, and how.**
5. In math, using word problems, have the students mark the specific words needed to solve the problem.
6. Use recipes for the same items which contain slightly different ingredients. Have the students match the list of ingredients with the directions.
7. In social studies, read about famous leaders of various countries and their life and progress to their leadership position. After reading, ask students to list in order, the leaders' accomplishments.

Cross Reference: R08002

R12003 Recall (Identify) implicitly stated main ideas from expository passages (at grade level) read silently by the student.

Activities:

1. Read **Aesop's Fables**, and have the students choose a statement that best represents the main idea of the fable.
2. In history or current events class, duplicate editorials or letters to the editor. Omit all titles of the editorials and letters to the editor. Give the student three (3) choices as to what they think the main idea of the text could be. Note: When supplying students with choices they are to consider for main idea, make one (1) choice an irrelevant detail, another choice should be a supporting detail and the other choice should be the main idea.
3. In science, duplicate an article from a science magazine or from the newspaper. Omit the title of the article and have the students guess as to what the title could be. The teacher will have the exact title to use to see how close the students get to the correct title. Remind students that a title attempts to touch upon all details of an article.
4. In history, study the quotations of famous Americans. Have the student discuss the quote and determine the main idea of it.
5. Give the students a list of proverbs. Have them generate the main idea. Examples: Birds of a feather flock together. Better safe than sorry. You've made your bed, now lie in it.
6. Show students a series of pictures from news magazines (such as **Time**, **Newsweek**, or **US News and World Report**). Have students write a title for each picture which summarizes the main idea.
7. After completing a social studies or science unit, have students make a card file or booklet to summarize the important (main) ideas learned in the unit. Students may share their projects in small groups or with the entire class.
8. Make a collage showing the main ideas of a story, social studies unit, or science unit. Display in room. Discuss the collage with the class. (Use with small groups or the class.)

R12004 Recall (Identify) implicitly stated supporting details from expository passages (at grade level) read silently by the student.

Activities:

1. In literature, after reading a poem or story silently, interpret all figurative language. Have the students discover what the author is comparing when he uses figurative language. (Correlate with 70019.)
2. In literature, have students identify the unstated details which set the

mood of story and those that identify the setting.

3. In any content area, as a preteaching exercise for a new chapter, have the students preview the titles and subtitles of the chapter. The students are then to brainstorm for details which they think may support the main idea. One student will write down the ideas generated by the class on a spirit master. The teacher will duplicate those ideas; and as the students read silently, they will check off any ideas which appear on their brainstormed list. By generating a list of details, this helps provide a purpose for reading.

R12005 Recall (Identify) basic plot from stories (at grade level) read silently by the student.

Activities:

1. Have students assume the role of script writers for soap operas (evening or daytime). Have students work in small groups. Provide each group with a title such as "Lies and Revenge." Have students develop a series of plots for the program.
2. Select a group of students to make up questions from various selections studied. Have the remaining students attempt to identify the selection.
3. After students read a story, have them individually or in groups create a "comic book" version of the story.
4. After students read a story or historical account of an event, have them create a script depicting the passage in the form of a play.

R12006 Follow directions in written material (at grade level).

Activities:

1. Give each student a piece of construction paper. On a separate instruction sheet have a list of written directions. These directions should pertain to developing the picture in a certain way. Have students follow these directions to complete the picture. Teachers might opt to do a collage using colors as part of the directions. (Variation: Distribute two sets of directions randomly to class without students being aware their directions differ.)
2. Make a large size grid on the chalkboard or on a piece of poster board. Make direction cards for the game, one direction per card. Examples would be: move one space to the west, go southeast two spaces, etc. Divide the class into teams and provide each team with a colored dot which has tape on the back. Prior to class and during the explanation

of the game the teacher has a destination marked on the grid (might be an imaginary city). Divide class into teams. The object of the game is to be the first team to the city. Each student takes a turn, draws a card, and follows the directions. If the student is incorrect, as judged by the teacher, the student has to move his/her team's marker one space backward from the destination. If correct, the student leaves the teams marker on the space designated by the direction card.

3. Have the students name a food that they know how to prepare. Have them write the ingredients and the directions for its preparation. Have the students exchange recipes to see if their directions are clear and easy to follow.
4. Have the students follow a set of directions to complete a project. (Example: Follow the directions on a box of fabric crayons to make a T-shirt.)
5. Give a set of written directions to lead students to an item that is "hidden" somewhere in the building.
6. In health, after reading silently about how to give C.P.R. or mouth to mouth resuscitation, have the students demonstrate that they understand what has been read by letting them practice with a mannequin.
7. In health, after reading silently about proper first aid procedures, have the students demonstrate that they understand what has been read by letting them practice their techniques on other students.
8. In science, have the students read from their lab manuals an experiment to be used in class. The teacher will let the students set up the experiment to see if they can follow written directions.
9. In math, give the students a flowchart exercise to complete. If the student completes the exercise satisfactorily, then the student has demonstrated the ability to follow written directions.

R12007 Use context to select a missing word (from a given list) in a sentence or paragraph read silently by the student.

Activities:

1. Devise a worksheet for students using comic strips from the newspaper. Select a cartoon strip or perhaps two. Decide in which frames you would like to delete a word. Use white paper and "white out" the words. Number the blanks. Below the comic strip, provide a list of possible words for each numbered blank. Have students select the best answer to complete the blank. (HINT: You don't have to use

the exact word the cartoonist used. You might decide on using vocabulary words relevant to your current studies.)

2. Construct a friendly letter or a business letter for students on a worksheet but leave out some words. The friendly letter could be explaining to a friend what the class has been studying in math, science, or social studies. The business letter could possibly focus on an aspect of career or consumer education. Have students complete the blanks. (VARIATION: Use this idea in conjunction with another teacher. Have students actually send their letter to a member of another class. This would also serve as a functional communique from school to child's parents.)
3. Have the students collect ads which contain at least one fact and one opinion.
4. In all content areas, construct a CLOZE passage directly from the textbook. Copy a page of the text and "white out" selected vocabulary words. This activity teaches the use of context clues as well as reinforcing vocabulary.
5. In any content area, to preteach the vocabulary of the present unit of study, write a sentence for the student, but omit the new vocabulary. Provide a list of words at the end of the sentence form which the student can choose.

R12008 Distinguish between facts and opinions.

Activities:

1. Read a short selection to students. The passage should be at grade level but from any book or content area. After orally reading the selection, give each student two cards, one marked with an **F** and one marked with an **O**. The teacher reads a statement. After reading the statement, students decide if the statement was a fact or an opinion. If a fact, the student holds up the **F** card. If opinion, the student holds up the **O** card. (The activity could be done with small group or as a game activity with teams.)
2. Distribute a short article from the newspaper and an ad from the newspaper. Discuss the ideas of fact and opinion while evaluating the articles. After the discuss, distribute a second short article or advertisement. Below the article, list statements (some fact and some opinion). Leave a blank below each statement. Have students change the ones which are facts to opinions and vice versa.
3. Use letters to editor, movie or television reviews, restaurant reviews, or advertisements to emphasize facts and opinions. Have students mark

fact statements and opinion statements. Discuss in class.

4. Duplicate current articles from newspapers or magazines. Have the class read the article silently and then read orally, sentence by sentence. Discuss with the class if the sentence is a fact or an opinion. Pupils will circle fact sentences and underline opinion ones. Pupils should be alerted to such opinion words as: seems, believes, thinks, assumes, and perhaps.
5. In social studies class, have children read and gather information about an interesting place and create a travel folder. Students would combine factual information from the sources with their own opinions. Pictures may be included. The travel folders would then be read by other classmates who would determine which statements are fact and which ones are opinions. Students would give reasons to support their decisions.

R12009 Recognize propaganda and persuasion within written grade level material.

Activities:

1. Use letters to the editor, movie or television reviews, and advertisements to introduce the use of persuasion and propaganda to students.
2. Present students with simple advertisements and ask them to identify the appeals made. Also have them look for the techniques used such as testimonials, use of a credible source, etc.
3. Have students create an imaginary product and devise a media campaign for it.
4. Have students divide into small groups and select one among them as a candidate. Direct the others to compose a campaign using persuasive techniques and propaganda.
5. Discuss and/or write about the use of persuasion and propaganda from a historical standpoint in social studies. Show how these techniques have affected the course of human history.
6. Have students try their hand at persuasion and propaganda by writing persuasive paragraphs or essays. Write persuasive letters to the editor and send them to the local newspaper for publication.

R12010 Recall (Identify) explicitly stated character traits from a written passage (at grade level).

Activities:

1. Have the students create "Wanted Posters" based on characters' traits from stories.
2. Divide the class into teams. Have the students play "20 Questions" while trying to figure out which character is being described. The team that uses the fewer questions wins.
3. After reading or story or passage, invent possible conversations between characters.
4. Have one student give the character traits from a selection. Let the other students try to identify the character.
5. Have the students read a book centering around a major character (biography or fiction). As students read the book, have them list traits and personality characteristics. After reading the book, have students select the trait they feel is the most important to the development of the character in the book and justify their selection either in writing, orally, or pictorially.
6. From a given list of words (traits), choose those which could be applied to the character being discussed.
7. Student predicts how a particular character would react in various situations, giving reasons from knowledge of that particular character.

R12011 Recall (Identify) explicitly stated character motives from a written passage (at grade level).

Activities:

1. Have students read a passage. Direct each to make a chart. On the chart there should be two columns: one for each action of the main character and one for the apparent motivation.
2. Have each student read a passage. Tell the students to assume the role of a psychiatrist. The student should then write a brief essay on the personality of the main character as evidenced through his or her actions.
3. Organize a game show, "Why Did They Do It?" The teacher may have contestants for the game or divide the class into teams/groups. Preparation for the game show involves the teacher listing some statements about the actions of a character. The students are then presented with the question "Why did they do it?" The answers may be a choice from a list presented by the teacher or might involve students listing their answers quickly on the board. (Good review technique with historical personalities in social studies or with characters presented in a reading unit.)

R12012 Summarize (Identify a summary of) a written passage (at grade level).

Activities:

1. Explain to students the term "precis". Have each student select a news article and write a precis of it.
2. Prepare short passages in any content area followed by three (3) or four (4) short summaries. Have students select the item that best summarizes the passage.
3. Provide each student with a short passage. Have students challenge each other concerning how quickly they can summarize the paragraph. They are only allowed one challenge. For example: Player A states he can summarize the paragraph in 12 words. Player B either opts for 11 words or less, or he can tell Player A "summarize that paragraph." If Player A can summarize the paragraph in 12 words or less, his team is awarded a point. If he is unable, the other team receives a point. Play continues in this manner. Distribute another short passage or paragraph and repeat procedure.
4. In English, have students keep a notebook record of the short stories which have been read in class. One section of the notebook can be used to summarize the plot of the story and also to list the sequence of events.
5. In science, have the students use the **Readers' Guide** to find a magazine article about a subject dealing with science. Students must read the article, summarize it, and report to the class.
6. In all content areas, after the students have read a story or passage, have them write a cablegram to a friend summarizing what they have read. Students must be told that each word in a cablegram has a cost involved. In the beginning, keep the price of each word low and keep the price of the total allowed to spend high. Example: Price per word might be a dime, and the total amount of money to be spent could be five dollars. As students get use to this concept, begin to increase the price of each word and decrease the amount allowed to spend.

R12013 Predict (Identify) plausible outcomes from a written passage (at grade level).

Activities:

1. Select a cartoon strip from the newspaper. Cut off the ending of the cartoon. Add a few blank frames at the end of the cartoon. Duplicate this sheet for students. Have students write in the remaining frames what they think will happen. Share with classmates. Then compare to the original ending.

2. Tape the begining of a story or read it aloud to the class. Have students write the outcome after they listen. This can be done as a group or individual activity. Discuss the various endings.
3. Have a discussion session focusing on "What if . . ." Describe some incident in a current events article or a futuristic story such as what would happen if Congress mandated that women could no longer be hired for jobs in the United States? After reading the statement, have students describe their view of the outcome.
4. In science, read the directions for an experience. Have the students predict the results.
5. In science, duplicate articles from magazines or newspapers concerning new scientific findings or discoveries. After the students have read the article silently, have the students write a paragraph predicting how the new findings or discoveries will help or hinder us in the future.
6. Refer to 9-12 skill #19 for additional activities.

R12014 Locate (Identify) verifying facts from a written passage to support a statement.

Activities:

1. In all content areas, have students verify the answer they give you on any worksheet by noting on the worksheet the page and paragraph where the answer was found.
2. Supply students with a multi-paragraph passage to read. Also give the students a list of questions to answer. For each question have the students write the paragraph and line where they found the answer.
3. After returning a graded test to the students, have them refer to their textbook to locate the answers they did not get correct. Students should supply the page and paragraph where they found the answer.

R12015 Identify explicitly stated cause and effect in a written passage (at grade level).

Activities:

1. During a science experiment, have students look for the cause/effect relationship. The teacher may design an experiment to look at the relationship between two variables and the effect one has on the other. Give students the cause; allow them to do the experiment. Have students write the effect. Students should read the experiment prior to doing it. Have students underline the **cause** or the variable which will

cause something to change. After the experiment, students can write the effect.

2. Discuss a topic such as environmental regulations. This topic can be associated with the cause. Have students speculate about possible effects such as restrictions on coal burning factories, quality of air, legislative actions, etc.
3. Present students with statements, one at a time, concerning some aspect of social studies such as unfair tariff regulations and have them list the effects. This activity can also be used by giving students the effects and have them list the cause.
4. In driver's education, read a newspaper account of an accident. List reasons for the accident.
5. In home economics, read information concerning specialized diets. List vitamins and the deficiencies they counteract.
6. In media classes, read an account of a sports event. List reasons the team won or lost.
7. In any content area, have the students complete charts which deal with cause/effect relationships. Initially, provide one part of the relationship for the students.
8. In health, list medical conditions that many result from certain poor health practices or nutritional deficiencies. Have students match these with the probable causes.
9. In any content area, when cause and effect are taught, teachers must explain that cause shows "why something happened." Effect is the "result" or "what had happened." Key words for students to look for in finding the cause and effect are: 1) because of; 2) this happened; 3) in order to; 4) since; 5) so that; 6) when; 7) therefore; 8) consequently; and 9) as a result.
10. In history or science, cut out and duplicate articles from newspapers and magazines concerning the content area being studied. Have students make two columns on their paper. One column will be labeled "why something happened" and the other column will be labeled the "results." After the articles have been read silently, the students will provide the appropriate information in the correct column.
11. The teacher will select a picture with high emotional content which will be displayed in the room so that all students can see it. List the following questions and have the students infer what the possible

answers may be: 1) What do you think happened in the picture? 2) What could have been the cause of the problem? 3) What possible solutions could you provide to help solve the problem? Then have the students write a paragraph or story about the picture incorporating the cause and effect details.

12. When constructing questions concerning cause and effect, here are some examples which may be used: 1) What happened when . . . ? 2) What made the . . . ? 3) What caused the . . . ? 4) In what way . . . ? 5) Why did . . . ?

R12016 Identify through inference a character's motives from a written passage (at grade level).

Activities:

1. Read a newspaper article or historical accounting of an event. Summarize the action. State the motives of the persons involved.
2. In literature, use role playing to arrive at motives of fictional characters.
3. In social studies, study certain sensational crimes. Try to determine why the criminal acted as he or she did.
4. In English, after the class has completed reading and discussing a story, the students are asked to write a piece in which they assume the role of a lawyer in defending one of the characters in the story. Based upon the material presented in the story, the student defends the actions or motives of the character. This activity works in role playing as well. The students can set up a trial, present the defense or prosecution, become the judge, or the jury.
5. In history or current events class, duplicate articles from the newspaper dealing with decisions made by city councils, school boards, state government and the federal government. After reading the article, have the students discuss the reasons or motives leading to the decisions made by the organizations.

R12017 Identify through inference a character's traits from a written passage.

Activities:

1. In literature, have students interchange characters from short stories. Show how their distinctive characteristics would change the story.
2. Read a human interest/experience story from the newspaper. Using the person's actions, decide what kind of person he/she is.
3. In social studies, give students a list of quotations by a famous person.

Have them determine the traits of the individual.

4. In social studies, after reading of the deeds of a historical figure, make a list of likely character traits.
5. In science, after reading about the accomplishments of a particular scientist, try to describe the traits of the individual.
6. In media classes, read coverage of a sports event in the newspaper. From the quotes of the coach/players, determine their character traits.
7. In literature, prepare a character description grid. Given certain traits, determine what that character might do in a given situation.
8. After reading a passage, have the class brainstorm for inferences that might be made about a character. After sharing these ideas, students are asked to use one of the inferences or to write one of their own. Then students go through the story and list specific details that support the inference. The students complete the assignment by writing a piece about the character using the inference as the topic sentence or thesis and the details as support. (Cross Reference R08002)
9. In social studies, watch a movie which centers around strong characters such as famous people from history. Have open class discussions as to what was learned from the movie about the character such as: 1) physical appearance; 2) behavioral traits (what he does); 3) what others think and say about him; 4) how others react to him; and 5) what makes him important. To increase the difficulty of the activity, teachers may have students write a paragraph or composition about the character using the ideas brought out in the class discussion.
10. In any content area have the students choose a person and write a paragraph or composition that recreates this person. Students are encouraged to use specific details so that if that person walked into the room, all would recognize him or her. The person can not be named in the assignment. Students are asked to interject their own feelings about this person. They should also tell what makes the person interesting to them.

R12018 From the given effect identify the unstated cause.

Activities:

1. Ask students to use their ten favorite performers (foods, activities, T.V. shows, etc.). Next have them identify why each is a favorite.
2. In science, students are given the result of an experiment. Have them

determine possible causes.

3. In driver's education, have students view pictures or read descriptions of injuries and damages from car accidents. Have students determine causes.
4. In home economics, have students read a recipe from which an ingredient has been left out. Tell them the end result and have them determine what was omitted.
5. In literature, give the beginning and ending of a story. Have students determine what happened in the middle.
6. In social studies, give students the end result of a political campaign. Have them determine factors that caused it.

R12019 From the given cause identify the unstated effect.

Activities:

1. Have students make a list of 10 familiar causes. Randomly place 10 effects in a second column. Exchange and match the columns.
2. In literature, prepare "Fortune Cookies" for characters in reading assignments, stating actions. Have other students guess who and what will result.
3. In social studies, predict outcomes of political races based on information in newspaper polls.
4. In home economics, give directions or ingredients. Have students predict what will result.
5. In computer programming, have students read a program; predict how it will run.
6. Read **T.V. Guide** blurbs and have students predict the outcomes of the shows.

R12020 Identify author's purpose in a written passage (at grade level).

Activities:

1. Have students collect advertisements from newspaper and magazines. Discuss these in class and try to determine the purpose(s) of the ads.
2. Read a human interest feature story from the newspaper. Try to determine the author's purpose.

3. Write titles for paragraphs, summarizing the purpose of the paragraph; or write headlines or subheads for newspaper articles, summarizing the purpose.
4. In social studies, read historical documents or speeches. Identify purpose.
5. Collect articles by a particular newspaper columnist. Determine the author's purpose.

R12021 Identify the point of view that the author uses in writing a passage (at grade level).

Activities:

1. Have students rewrite a story, changing the point of view. Present the new stories in class to illustrate how point of view changes a story.
2. In social studies, have students identify the point of view in reporting controversial events. Compare differing views by using newspaper stories, editorials, letters to the editor, etc.
3. In social studies, read a foreign news article. Rewrite it from the point of view of someone from another country. Then take an article from an American paper and rewrite it from the point of view of a foreigner.
4. In social studies, analyze an editorial cartoon for point of view. Create original editorial cartoons.
5. Have the students write letters to the editor of a local newspaper. This is an excellent way to have students express their personal point of view.

R12022 Detect bias in a written passage (at grade level).

Activities:

1. In any content area, read newspaper editorials to determine bias. Next have the students write their own letters to the editor, including their own personal bias.
2. Evaluate editorial cartoons according to bias expressed. Next have students draw their own cartoons, depicting their personal bias.
3. Evaluate the biased presentation of facts in advertisements. Have students write a commercial or advertisement that presents a competitor's point of view.
4. Compare coverage of the same news or sports event by different

publications and/or media. Analyze the bias presented.

5. Read two short biographies of the same person. Compare treatment. Look for bias.

R12023 Scan a written passage (at grade level) to obtain specific information.

Activities:

1. In any content area give a vocabulary word and the page number in a book where the word appears. See who can find the word fastest. Have students read it and try to define it in context.
2. Provide students with the opportunity to scan for specific information to answer a question. Train them to look for key words from the question while looking for the information being sought.
3. In home economics, scan recipes to find which recipe requires a certain ingredient.
4. In any content area, divide the class into teams and have them compete to see who can scan for information the quickest in the textbook. The teacher or an appointed student announces the question to be answered or detail to be found. The students/contestants scan to find the information.

R12024 Recognize the explicitly stated sequence of events in a written passage (at grade level).

Activities:

1. In any content area, duplicate passages or articles for the students from newspapers, magazines, or textbooks, and have them circle all sequence or time clues in the selections. Words to look for are: 1) meanwhile; 2) at the same time; 3) later; 4) earlier; 5) before; 6) after; 7) then; 8) next; 9) finally; and 10) previously.
2. In history, after having read about the voyages of famous explorers, have the students draw a map showing the exact route followed and the exact sequence of stops made along the way.
3. In any content area, use a brief article from the newspaper which has between three (3) and five (5) paragraphs. Duplicate the article, and then cut the article into separate paragraphs. Distribute the article to students who may be working alone or in groups, and have them put the article back into sequence.
4. In science, provide the students with a list of sentences from a lab manual which describes a procedure. These sentences should be in

random order. Have the students arrange these sentences in chronological order.

5. In social studies, after studying and reading about how a bill becomes law, have students draw an illustration on poster board of the sequence and processes involved.
6. In health, after reading about first aid procedures, have the students demonstrate that they understand the sequence of events in administering first aid. Teachers can set up specific activities that they feel will benefit the class.
7. Have science students construct a food chain during their study of ecology and ecosystems. Emphasize the requirement that the food chain must be in a particular order to illustrate the concept. Have students present their food chains to class. This activity could be performed individually or in small groups. An alternate activity could involve the steps in an experiment in the same activity.

R12025 Use context of written material (at grade level) in a passage to determine the meaning of an unfamiliar word.

Activities:

1. In all content areas, provide the students with a number of different strategies for determining the meaning of an unfamiliar word. The different strategies for using context clues are: 1) Experience clues — the reader will call upon his past experience to determine the meaning of the word. 2) Association clues — he felt as **frigid** as an iceberg. Association clues help the reader to try to associate the unknown word with one already known. 3) Synonym clues — very similar to association clues. The reader locates a word or words in the selection to help determine the meaning of an unfamiliar word. When Lee surrendered to Appomatox, the rest of the Confederate Army also gave up.

After these clues have been given to the students, finding the meaning of unfamiliar words should not be difficult.

2. Prepare an overhead transparency with five sentences containing nonsense words or foreign words. Circle the unfamiliar word in each sentence. Discuss the context of the sentence and how that clues one about the meaning of the word. Have students take turns guessing what the word means. After the initial activity, divide students into small groups. Each group is to think of three nonsense words and use them in a sentence. The sentence must give the reader an idea about what the words mean. Share with class.

3. In any content area, copy two different paragraphs that contain unfamiliar words. Underline these. Have student prepare an answer key. Exchange paragraphs and have students fill in the meaning of the underlined words using context clues.
4. Have each student select a previously written paper and then replace familiar words with appropriate synonyms using a thesaurus. Read aloud. Have the class guess the meaning of new words.
5. In all content areas, when vocabulary words are identified which need to be taught before the material is read, have the students use the reading material to find and derive meaning for the word. As follow-up, have the students compare/contrast their definitions with those given in the glossary of the book.

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